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Public Education in Montana

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The
3rd Annual Report
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and the
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PUBLIC EDUCATION IN MONTANA 1983-84

The Third Annual Report of the
Office of Public Instruction
and the
Board of Public Education



Published by
Ed Argenbright, State Superintendent of Public Instruction
Helena, Montana

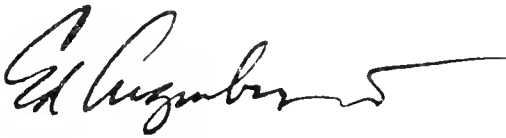


FOREWORD

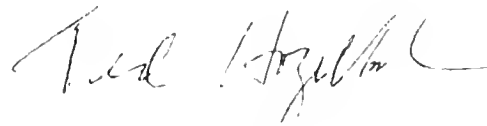
This third annual report of the State Superintendent of Public Instruction and the Board of Public Education will inform Montana citizens about programs supervised by the State Superintendent and the Board and will outline accomplishments during the past year for legislators, educators, state agencies and other interested individuals.

The report, assembled by staff at the Office of Public Instruction and the Board of Public Education, includes statistics and information about Montana education for the 1983-84 school year. We received valuable assistance from the Census and Economic Information Center of the Montana Department of Commerce.

If you have questions or comments about the programs in the report, please let us know.



Ed Argenbright
State Superintendent
of Public Instruction
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Helena, Montana 59620



Ted Hazelbaker
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INTRODUCTION

Who are Montana's public school students? Where do they attend school? How well are they doing? Who are their teachers and administrators? Who sets education policy in the state and how is it administered? Where do funds for public education come from and how are they used? What are the major trends and issues in Montana education today?

This joint annual report of the Office of Public Instruction and the Board of Public Education answers such questions by presenting a comprehensive profile of the status of public elementary and secondary education in Montana. Its purpose is to give educators, policymakers, administrators and Montana citizens accurate and useful information with which to plan for the educational needs of all Montanans.

Past annual reports have focused on specific programs and their administration. However, this annual report is data- rather than program-based. Its center is the Montana student.

The report focuses on the status of public education for school year 1983-84. In many cases, information from previous years and data for the nation as a whole are given in order to show comparisons and trends. The report covers K-12 public education and, in addition, postsecondary vocational-technical centers under the jurisdiction of the State Superintendent of Public Instruction.

Data were compiled from various sources and show *general* trends in education. You are encouraged to contact the source noted if additional data are needed.

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Chapter I

STUDENTS

I. STUDENTS

With strong constitutional guarantees of equal educational opportunity for each person in the state, Montanans have given the needs of their students a high priority. It is important to look at a comprehensive profile of these students and their educational achievements to see how these needs are met.

Montana is the 4th largest state in the U.S. by size (147,138 square miles) but 44th in population (786,690 people). Students are dispersed over a vast geographical area, with 38 percent of them in Billings, Great Falls, Missoula, Butte, Kalispell, Helena and Bozeman. During the 1983-84 school year, 153,646 Montanans attended public elementary and secondary schools, ranking the state 42nd in the U.S. in total public school enrollment.

A clearer picture of Montana's students is gained when they are viewed in relation to the schools they attend—their number, size, location, grade levels served and administration. Some of that information is given in this chapter, and further details can be found in Chapter II.

STUDENT ENROLLMENT

In school year 1983-84, 153,646 students were enrolled in Montana's public elementary and secondary schools. This figure represents an increase of 1,245 students over the previous school year. The growth occurred in elementary and special education/ungraded enrollment, while high school (grades 9-12) enrollment dropped. Although male/female ratios varied within different grade levels, 48.4 percent of all Montana students enrolled were female.[†] For a complete breakdown of state enrollment figures by grade and gender, see Appendix B.

More specific enrollment trends over the past several years give a comprehensive picture of Montana's student population.

TRENDS

After an increase in the number of school-age children (ages 5-17) in Montana before and during the 1960s, that population began to decline in 1970. Between 1975 and 1982, the number of high school students, in fact, decreased sharply—an indication of what statisticians call "the last of the baby boomers" passing through the public school system.

Enrollment trends for the 1980s show still another change in the state's student population: a rise in elementary school enrollment since about 1980 and a

slight rise followed by a projected decrease in secondary school enrollment for the latter part of the decade. The increase in elementary school enrollment is partly attributable to the fact that the baby boomers' children—the "baby boomlet"—are now entering and passing through the public school system.

DENSITY AND DISTRIBUTION

Most public school students in the U.S. attend schools with enrollments ranging from 100-499 students. In contrast, nearly half of Montana's schools (44.6 per-

PUBLIC SCHOOL ENROLLMENT
Fall 1982 and Fall 1983

Grade Span	1982-83	1983-84	
			%Female [†]
Pre-Kindergarten	135	108	39.8
Kindergarten	11,341	11,887	48.4
Grades 1-6	69,765	69,772	48.3
Grades 7-8	24,138	24,781	49.0
Grades 9-12	45,007	44,906	48.9
Special Education/ Ungraded*	2,015	2,192	36.1
Total Elementary (K-8)	106,935	108,268	
Total Secondary (9-12)	45,466	45,378	
TOTAL ENROLLMENT	152,401	153,646	48.4

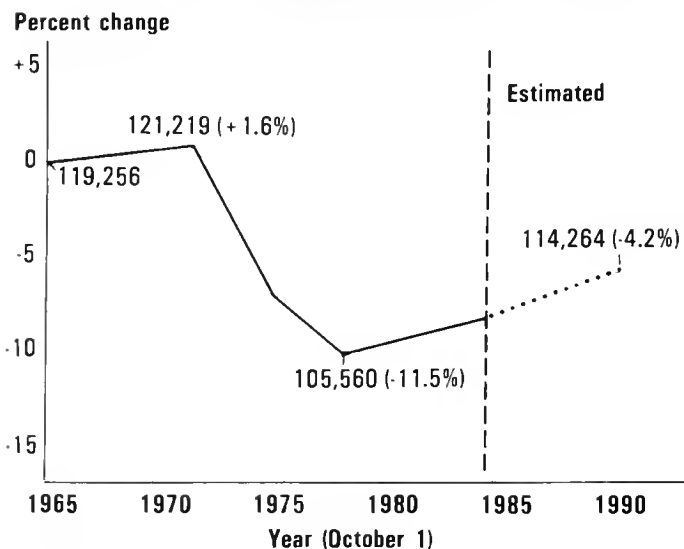
[†]Used to indicate enrollment composition by gender (see note on this page).

*For the grand totals that follow, special education/ungraded students were put into elementary and secondary levels.

SOURCE: Montana Office of Public Instruction (OPI)

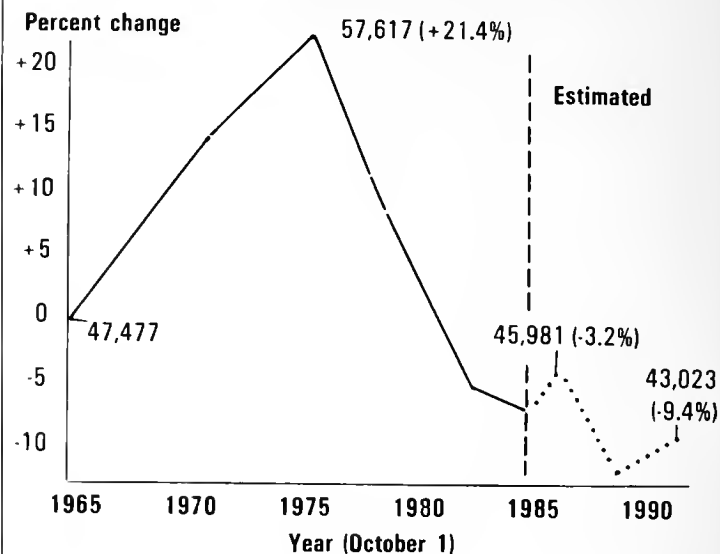
[†]The use of data for female students, in both text and charts, was chosen for consistency in population comparisons by gender. Figures for male students might just as readily be used.

**PERCENT CHANGE IN PUBLIC SCHOOL ENROLLMENT:
ELEMENTARY (K-8)**



SOURCE: OPI

**PERCENT CHANGE IN PUBLIC SCHOOL ENROLLMENT:
SECONDARY (9-12)**



SOURCE: OPI

cent) have less than 100 students. Only 10.5 percent of the nation's schools fall within that enrollment range.

Numerous small schools serve rural mountain and agricultural areas scattered over Montana's large geographical area. Over 100 of them are one-teacher schools, a trait shared with other large but sparsely populated Western states such as Nevada, Wyoming and Alaska, but not common in the nation as a whole.

In 1983-84 Yellowstone County had the largest

public school enrollment in the state with 21,372 students (K-12). Petroleum County, with 116 students, had the smallest enrollment. Thirty out of Montana's 56 counties had student enrollments between 900 and 5,999, and only four counties had more than 10,000 students (Cascade, Flathead, Missoula and Yellowstone counties). Appendix A shows 1983-84 enrollments for each Montana county.

**PUBLIC SCHOOL ENROLLMENT BY SCHOOL SIZE
Montana/U.S. 1984**

School size (#students)	Number of Schools			Student Enrollment		
	Total (MT)	% (MT)	% (U.S.)	Total (MT)	% (MT)	% (US)
1-49	232	29.8	5.1	4,582	3.0	.2
50-99	115	14.8	5.4	8,447	5.5	.8
100-249	196	25.2	19.6	33,269	21.6	7.2
250-499	186	23.9	34.3	65,152	42.4	26.5
500-749	30	3.8	19.2	17,928	11.7	24.4
750-999	9	1.1	7.8	7,736	5.0	14.0
1000-1999	11	1.4	7.3	14,501	9.4	20.2
2000 or more	1	0.1	1.3	2,031	1.3	6.7
TOTAL	779	—	—	153,646	—	—

SOURCE: OPI; US Department of Education, National Center for Education Statistics

DEMOGRAPHICS

Demographic statistics and the trends they reflect help educators and policymakers plan for Montana's present and future educational needs. Although the state continues to have a relatively small population, several changes in the character of that population over the past several decades have had an impact on Montana's student population.

Between 1970 and 1980 (U.S. census years), the following demographic trends are apparent:

- Once predominantly rural, Montana's urban population is now slightly greater than the rural population; the split was about even in 1960. In a sense, Montana is becoming "more urban," with a greater number of students in schools in major towns.
- Like the nation's population, Montana's population is aging. At 29.6 years of age, the average Montanan is 2½ years older than the average resident of 10 years ago but still younger than most Americans (30 years).
- Adult Montanans are more educated than a decade ago, having completed an average 12.6 years of school (1980) compared to 12.3 years of school in 1970. They have completed more years of school than the average American (12.5 years).
- Slightly more Montanans are female, with a close ratio of 99.6 men for every 100 women. The proportion of women increased slightly in the past 10 years.
- More Montana women, 16 years and older, are in the civilian labor force than ever before, a trend reflective of national patterns with far-reaching effects on all aspects of American society, including education. The state has experienced a substantial increase in the percentage of working women from 38.6 percent in 1970 to 49 percent in 1980. Although the state increase was greater than the nation's, the proportion of Montana women in the work force is still less than that of the nation, which rose from 41.4 percent to 49.9 percent in the same period.
- Montana's total population has grown at an increasing rate over the past decades. From 1960 to 1970, the state's growth rate was 2.9 percent. However, in the following decade (1970-1980), Montana's population grew by 13.3 percent. In contrast, the corresponding U.S. growth rates were 18.4 to 16.2 percent.
- National and Montana birth rates declined during the past decade, but the state's birth rate remained higher than the nation's. Montana's birth rate (births per 1000 people) in 1970 was 19.3 and 18.1 in 1980. The nation's birth rate dropped from 18.4 to 16.2.
- The racial composition of Montana's population differs from the nation's in several ways: the proportion of American Indians in Montana is nearly 8 times what it is in the U.S. (4.7 percent of

URBAN-RURAL POPULATION 1950-1980

	Total	% Total	#Places classified urban
1950			
Urban	258,034	43.7	26
Rural	332,990	56.3	—
1960			
Urban	338,457	50.2	30
Rural	336,310	49.8	—
1970			
Urban	370,676	53.4	32
Rural	323,733	46.6	—
1980			
Urban	416,402	52.9	35
Rural	370,288	47.1	—

Urban - all persons living in major urban areas and in places near urban areas with 2,500 or more people.

Rural - all persons not classified as urban

SOURCE: Montana Department of Commerce

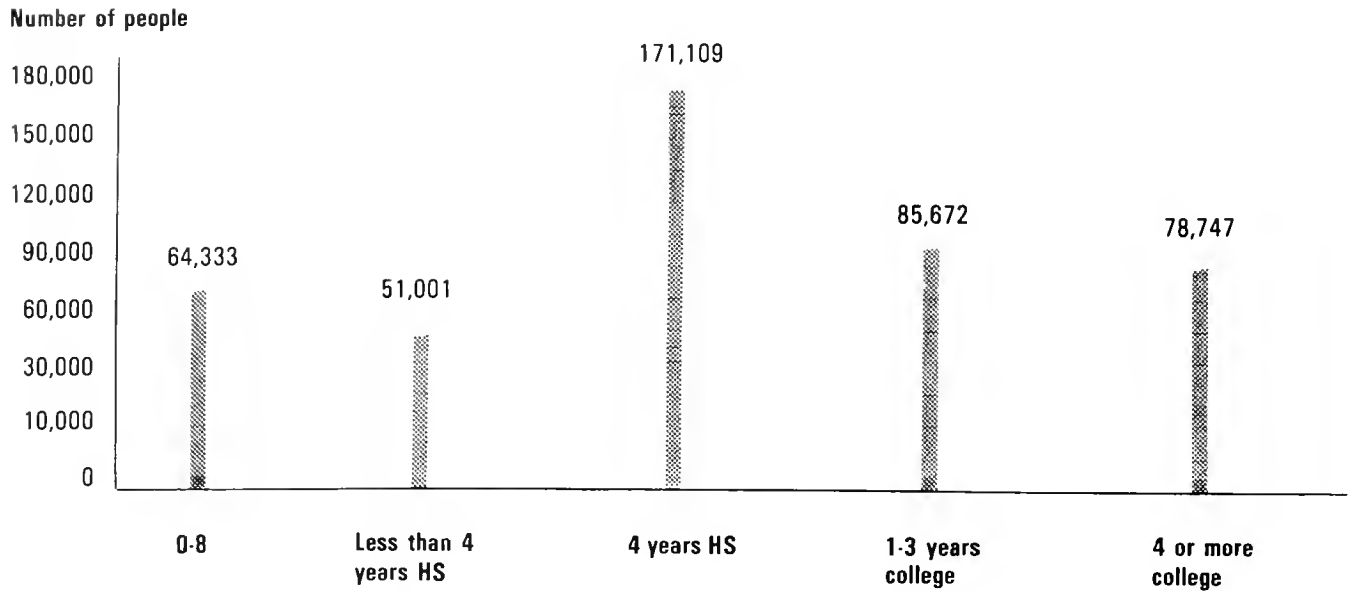
SELECTED DEMOGRAPHICS Montana/U.S.

	1970		1980	
	Montana	U.S.	Montana	U.S.
Total population	694,409	203,211,926	786,690	226,545,805
% Population growth over 10 years	2.9	18.4	13.3	16.2
Birth rate per 1000 people	19.3	18.4	18.1	15.9
School-age population, ages 5-17 (totals and % of totals)	196,071	—	167,440 19.95	44,749,000 19.3
Gender composition	99.9 males/ 100 females	—	99.6 males/ 100 females	—
Population per square mile	—	—	6.00	65.00
Median age (years)	27.1	27.9	29.6	30.0
Median years school completed (25 yrs. and older)	12.3	12.1	12.6	12.5
% Women in civilian labor force (16 yrs. and older)	38.6	41.4	49.0	49.9

SOURCE: U.S. Bureau of Census; Montana Department of Commerce; National Education Association.

Montana's population, 0.6 percent of U.S.); blacks, the second largest racial group in the U.S. (11.7 percent), is the fifth largest racial group in Montana.

EDUCATION OF ADULT MONTANANS
(25 years and older)
1980



SOURCE: U.S. Bureau of Census; Montana Department of Commerce

STUDENT ACHIEVEMENT

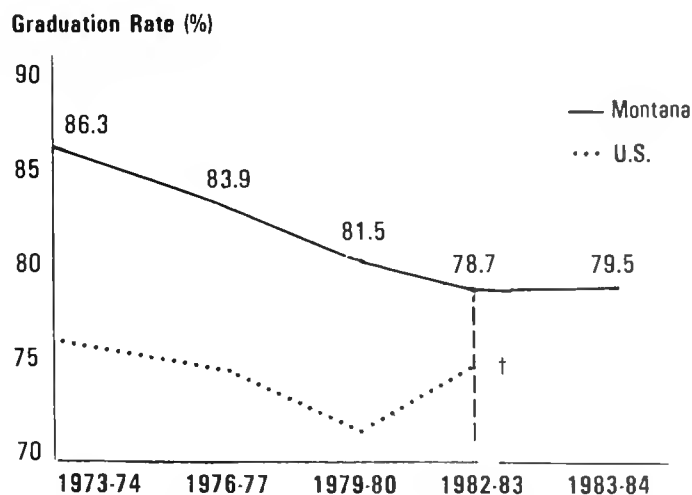
Most Montanans are high school graduates (74.4 percent of the 1980 population); 10,224 Montanans received their high school diplomas in the spring of 1984, reflecting a graduation rate of 79.5 percent. (The graduation rate is the number of high school graduates measured against the 9th grade enrollment four years earlier. State rates do not take into account the number of students moving in or out of the state. National graduation rates, however, are not affected by student mobility between states.)

Montana graduation rates showed a steady decline between 1973 and 1983, but now appear to be increasing, with 1983-84 rates 0.8 percentage points higher than the previous year. They have been consistently and, in most years, substantially higher than the national graduation rates over the same period. Highlights of Montana/U.S. comparisons include:

- National and Montana graduation rates showed a similar pattern of decline since 1973-74.
- Over the 10-year period, Montana's graduation rates were consistently higher than the national rates by an amount ranging from about 3 to 10 percentage points.

Between 1980 and 1983, the percentage of graduating Montana seniors in a given school year has increased, with a range of 94.4 to 95.2 percent over the three-year period. In other words, a large majority of 12th graders will finish their senior year with a diploma. Although 1983-84 showed a drop in the proportion of graduating seniors from 95.2 to 93.8 percent, the state figures are still above those for the country as a whole (93 percent).

**GRADUATION RATES FOR MONTANA AND THE U.S.
1973-74 to 1983-84**



Graduation rates = # graduates/9th grade enrollment 4 years earlier.

†Not available after 1983

SOURCE: OPI; National Education Association.

MONTANA GRADUATION RATES

Year	9th Grade		Graduates		Graduation Rate (%)
	#	Date (Fall)	#	Date (Fall)	
1973-74	14,055	1969	12,135	1974	86.3
1976-77	14,689	1972	12,328	1977	83.9
1979-80	14,896	1975	12,135	1980	81.5
1982-83	13,581	1978	10,689	1983	78.7
1983-84	12,862	1979	10,224	1984	79.5

Graduation rates = #graduates/9th grade enrollment 4 years earlier.

SOURCE: OPI

**MONTANA'S GRADUATING SENIORS
1977-84**

School Year	# 12th graders enrolled in Fall	# Graduating in Spring	% (MT)	% (U.S.)
1983-84	10,889	10,224	93.8	†
1982-83	11,231	10,689	95.2	†
1981-82	11,728	11,162	95.2	93
1980-81	12,326	11,634	94.4	93
1979-80	12,993	12,135	93.4	93
1978-79	12,795	12,068	94.3	93
1977-78	13,010	12,184	93.7	93

†Not available.

SOURCE: OPI

SECONDARY CREDENTIALS

Montanans who do not complete a regular high school program may earn a secondary credential through the General Education Development (GED) testing program. In 1983 the number of people who participated in the GED testing program (unduplicated count) was 2,403. The average age of the examinee was 24.3 years. A total of 1,669 certificates was issued in 1983. (Data are based on the calendar year rather than the school year.)

A decrease in the number and volume of GED testing participants since 1982 is attributable to changes in the program. In January 1982, the requirements for the issuance of a GED certificate became more stringent, and many people took longer to prepare for the test.

Adult Basic Education was available to Montanans at 35-40 sites administered by the Office of Public Instruction. Six high school districts participated in the External Diploma Program, which gave adults an opportunity to acquire a secondary diploma by measuring their abilities in a variety of skill areas. Program centers were in Missoula, Great Falls, Helena, Glendive, Kalispell and Hardin.

**GENERAL EDUCATIONAL DEVELOPMENT (GED)
PROGRAM PARTICIPATION
1980 to 1983†**

	1980	1981	1982	1983
Total volume of testing	3,302	3,560	2,934	2,699
Number tested (unduplicated count)	3,008	3,352	2,712	2,403
Total # certificates issued	2,646	2,628	1,915	1,669
Average age of examinee	23.4	24.2	23.6	24.3

Total volume of testing = number of times GED test was taken, including subsequent testing by the same individual.

Number tested (unduplicated count) = number of individuals who participated in testing program, regardless of how many times the same person was tested.

†Data are based on calendar year, rather than school year.

SOURCE: OPI

STANDARDIZED ACHIEVEMENT TEST SCORES

In 1983-84 Montana students scored above the national average on the tests most commonly used for college admission: the Scholastic Aptitude Test (SAT) and the American College Testing Program (ACT). Both tests measure the abilities that students usually need for academic success in college.

Few Montana students take the SAT (3-4 percent of the state's seniors), but those who do, score well. (Montana composite SAT scores ranked 7th in the U.S. in 1984.) The ACT test is the test more commonly taken by Montana students (55 percent in 1984) and serves as a sample of student achievement.

Since 1977 the number of high school seniors in Montana who took the ACT test increased from 46 to 55 percent. The state ranked first in the proportion of seniors taking the test, followed by North Dakota (54 percent), Kansas (52), five states in the 40-50 percent range and 13 states above 35 percent. Thirty to 40 percent of all U.S. seniors take the ACT.

Montana students' composite ACT score in 1983-84 averaged 19.4 on a scale of 36, or .9 points higher than students across the nation (18.5). Average scores in English, math, social studies and natural science ranged from 0.2 to 1.1 points higher than U.S. scores, with the greatest score difference in math. These differences are especially significant considering the large percent of students who took the test in Montana because a larger percentage of test takers would tend to reduce the

overall state averages.

Trends in ACT scores over the past decade are highlighted below. As they are considered, it is important to keep in mind several factors:

1. As noted above, not all Montana students take the ACT, although 55 percent do. Scores therefore represent the achievement only of those who take the test.
2. ACT score patterns for **all** test takers are somewhat different than those of high school students in a college preparatory curriculum. In Montana, about 35 percent of the students who take the ACT test indicate that they have taken a college preparatory curriculum. Generally, their scores are higher. (A profile of ACT scores by curriculum area is on page 14.)
3. More Montana students have taken the ACT since 1977. At the same time, scores have remained relatively even.

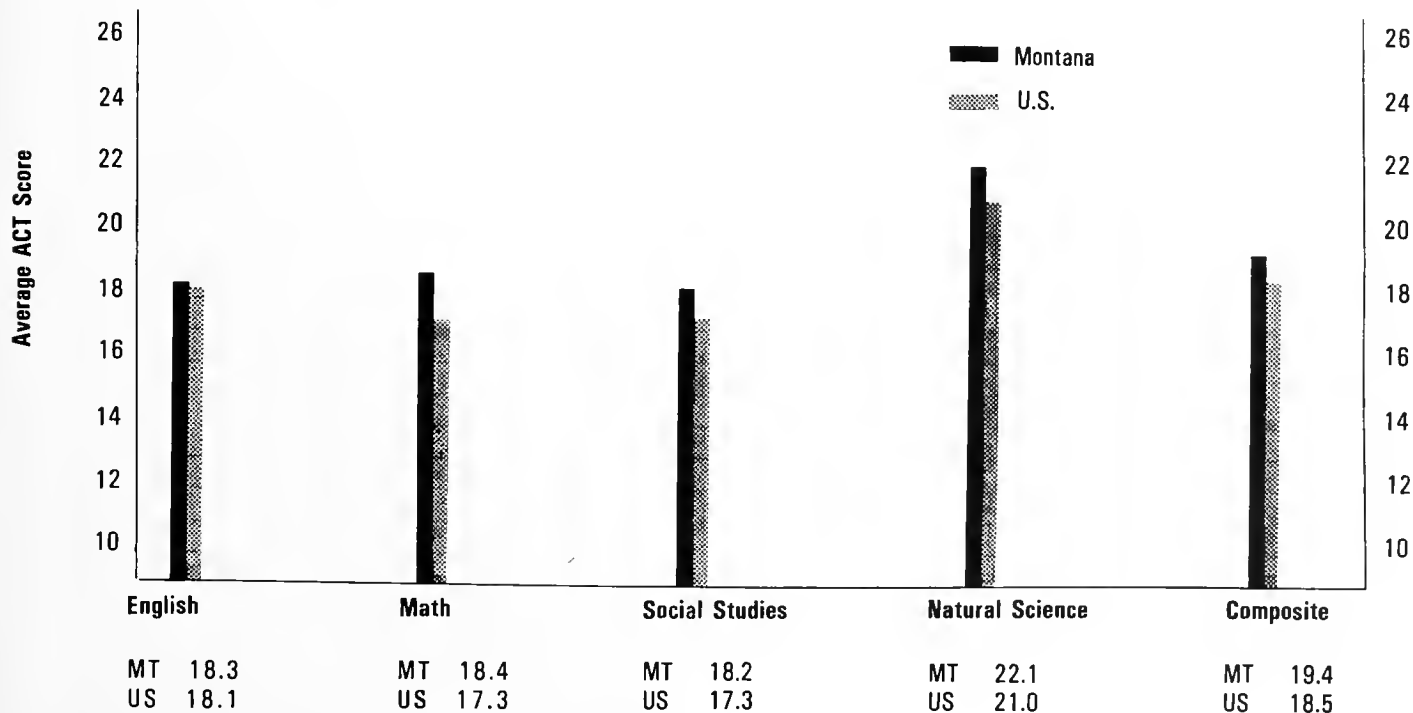
With these factors in mind, significant trends are as follows:

- Over the past 10 years, the average ACT scores of Montana students were higher than the national average. The average composite score for Montana students in 1983-84 was 19.4 compared to 18.5 for the U.S.

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COMPARISON OF MONTANA AND U.S. AVERAGE ACT SCORES

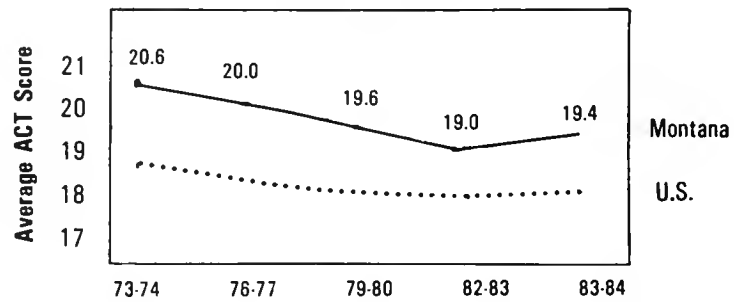
1983-84



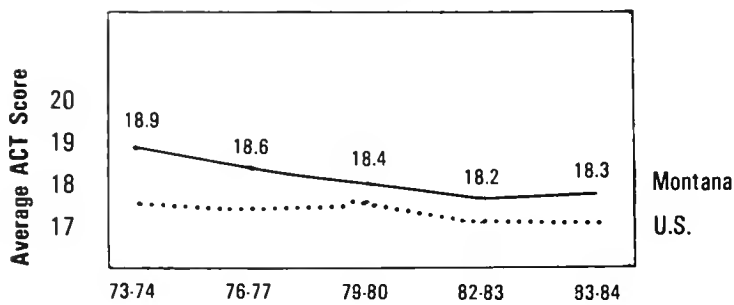
SOURCE: OPI; American College Testing (ACT) Program

MONTANA/U.S. AVERAGE ACT SCORES 1973-1984

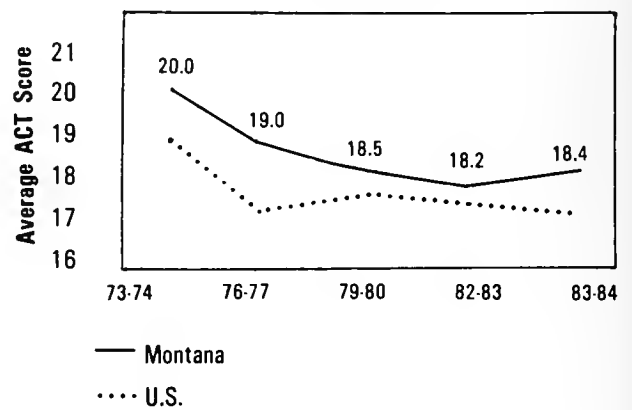
ACT COMPOSITE



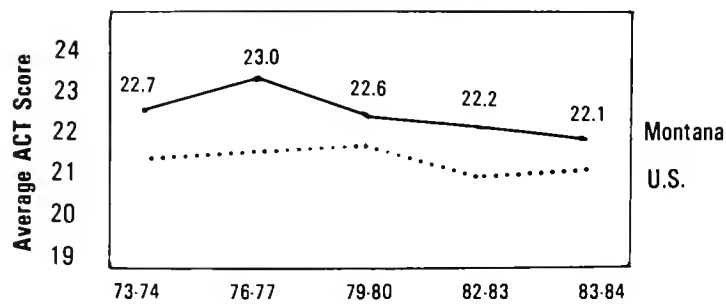
ACT ENGLISH



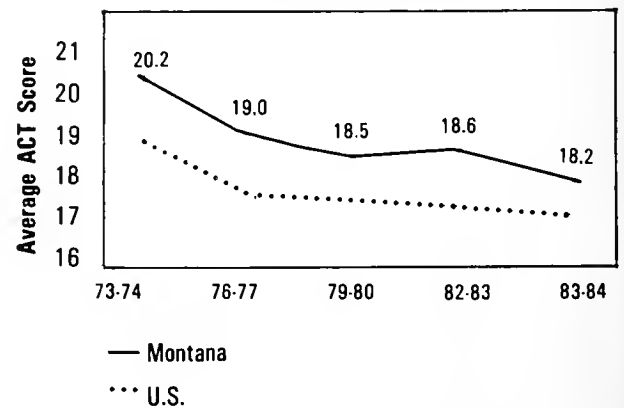
ACT MATH



ACT NATURAL SCIENCE



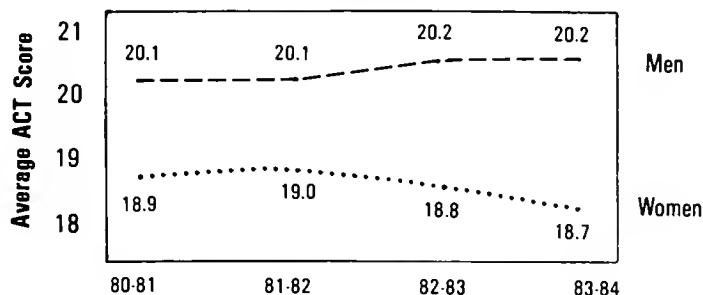
ACT SOCIAL STUDIES



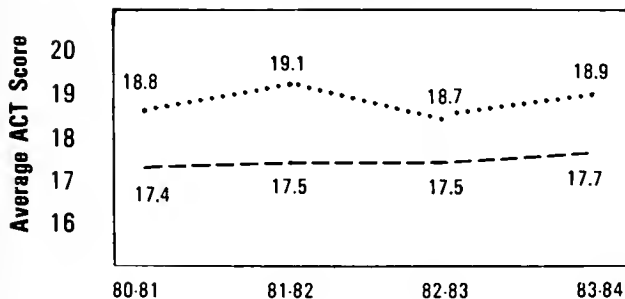
SOURCE: OPI; ACT

AVERAGE ACT SCORES BY GENDER 1980-1984

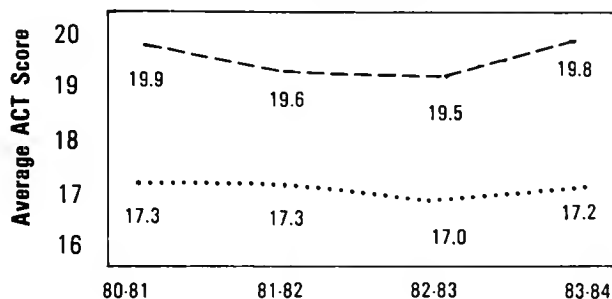
ACT COMPOSITE



ACT ENGLISH



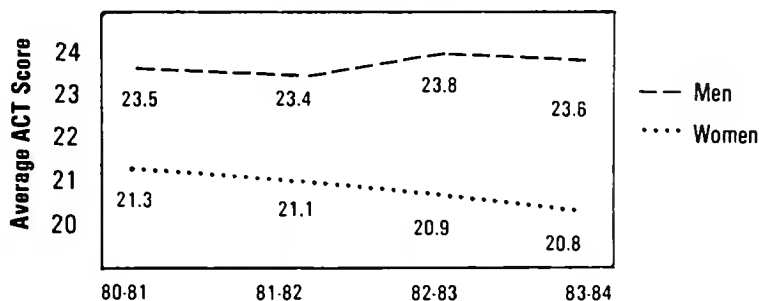
ACT MATH



— Men
.... Women

— Men
.... Women

ACT NATURAL SCIENCE



- Both Montana and U.S. test scores in all areas decreased between 1973 and 1982. In Montana, the greatest decreases occurred in social studies (-2 points) and math (-1.8 points).
- Since the period of decline, average ACT scores in both Montana and the U.S. generally appear to be increasing. In the past year, Montana math and English scores increased, and science and social studies scores decreased. In both cases, the differences were less than one point. Composite scores remained the same.

Over the past 10 years, gender comparisons of Montana ACT scores in English, math, science and composite showed these trends:

- Women scored higher than men in English by 1.2 points in 1983-84 and consistently higher than men in previous years.
- Men's composite scores and scores in math and natural science were higher than women's scores. The greatest differences between scores for men and women were in math (2.6 points difference) and

science (2.8).

- Women's composite and science scores dropped slightly in the past year. Gains were made in math and English scores.
- Men's scores in English and math rose slightly over the same period. Their science scores dropped slightly, and composite scores remained the same.
- In 1983-84, 2,750 men and 3,113 women took the ACT test in Montana. Over the past 10 years, more women than men took the test each year.

Only 35 percent of the Montana students who took the test in 1983-84 said they were pursuing a college preparatory curriculum. In general, those students had higher average scores than students in other curricular areas. The percentiles (rank out of 100) for Montana's "college prep" students were also higher than the U.S. percentiles in math, science and composite scores (Montana 72 percent, U.S. 60 percent in math; Montana 71 percent, U.S. 60 percent in science; Montana 72 percent and U.S. 62 percent in composite scores).

Montana students reporting to be in business-commercial, vocational-occupational, general and other secondary curricula also scored higher than the U.S. average in 1983-84.

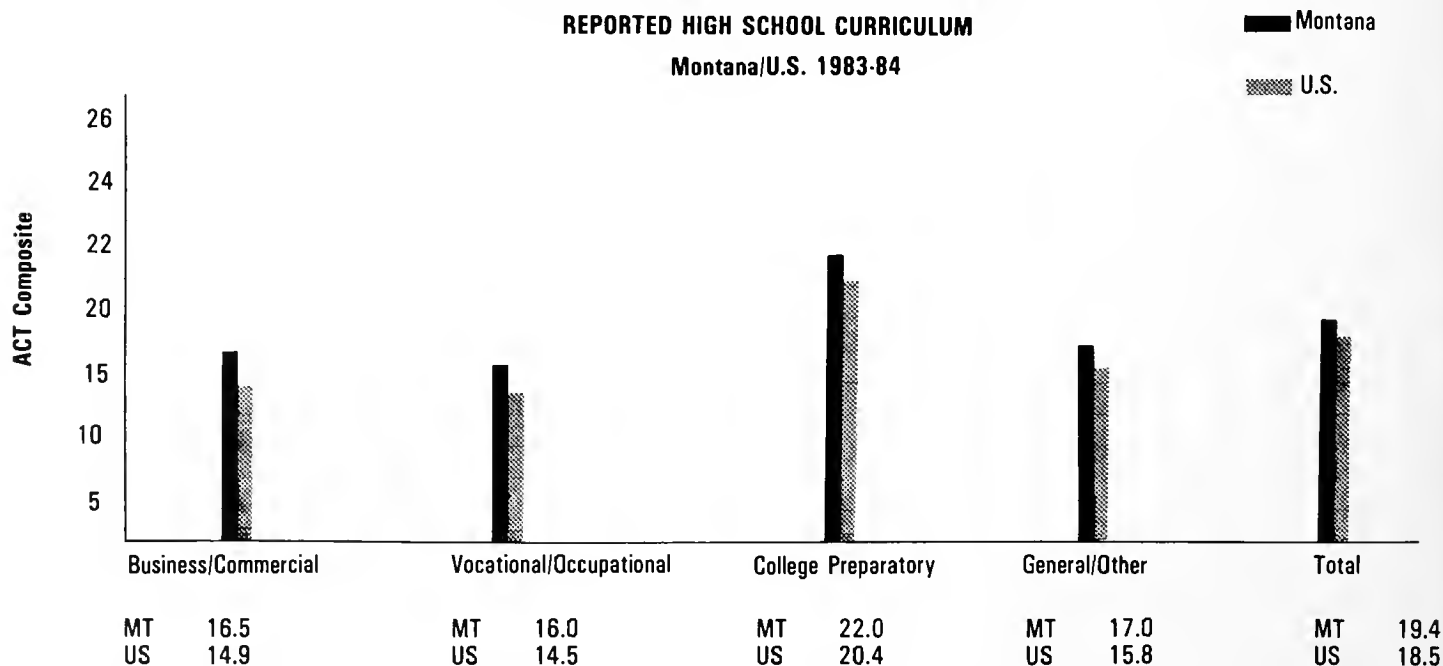
The grade averages of Montana students taking the ACT test were higher than U.S. grade averages in English and math. Montana grade averages in social studies were lower by .07 points than the U.S. average and the same for natural science and composite.

PROPOSED EDUCATIONAL MAJOR AT TIME OF TESTING (ACT)

Field	1983-84	
	Montana	U.S.
Business/Commerce	20	19
Health Professions	12	16
Engineering	11	9
Computer Science	7	8
Education	7	6
Social Sciences	6	7
Fine/Applied Arts	5	5
Trade/Industry/Technology	4	3
Agriculture/Forestry	4	2
Communications	3	4
Biological Sciences	2	2
Community Service	2	2
Mathematics	1	1
Architecture	1	2
Foreign Languages	1	0
Home Economics	1	1
Letters (Humanities)	1	1
General Studies	2	1
Undecided	9	9

SOURCE: OPI; ACT

AVERAGE ACT COMPOSITE SCORES ACCORDING TO REPORTED HIGH SCHOOL CURRICULUM Montana/U.S. 1983-84



SOURCE: OPI; ACT

SECONDARY VOCATIONAL EDUCATION

Enrollment in secondary vocational education was 24,422 students in 1983-84. This figure is a duplicated count. (For example, one student may take both vocational agriculture and business and is counted twice in order to accurately reflect enrollment in specific courses.)

Since 1980, enrollment in secondary vocational education increased by about 4,000 students. In the same period, total high school enrollment decreased.

According to a recent state audit survey of vocational graduates (1982-83), well over half (68 percent) of the respondents were employed. Many were continuing their education.

SPECIAL STUDENT MEMBERSHIP

Approximately 29,000 Montana students were assisted through special programs administered by the state in 1983-84. Those programs included Educationally Disadvantaged and Migrant Education (both under Education Consolidation and Improvement Act, or ECIA, Chapter 1); Bilingual Education/English Language Proficiency; Education of the Handicapped; and Montana School for the Deaf and Blind.

EDUCATIONALLY DISADVANTAGED

Federal funds under ECIA Chapter 1, formerly Title I, provide supplemental assistance in basic skills to educationally disadvantaged children. Local Montana school districts receiving these funds provided help in math, reading and language arts to 11,764 students during the 1983-84 school year.

Montana received a total of \$9.62 million for Chapter 1 programs, of which \$8.5 million went directly to school districts. Other Chapter 1 funds provided programs for migrant students (see below) and students in state institutions for the handicapped, neglected or delinquent.

MIGRANT EDUCATION

Federal ECIA Chapter 1 Migrant Education funds give supplemental educational assistance to identified children of migratory agricultural workers. The program usually operates in late spring/early summer at six sites in eastern Montana. However, because of a reduced sugar beet crop in 1984, programs were conducted at only three sites (Hardin, Fairview and Glendive). The total enrollment was 371 students. For comparison, 540 students were enrolled the previous year when all sites operated.

BILINGUAL EDUCATION

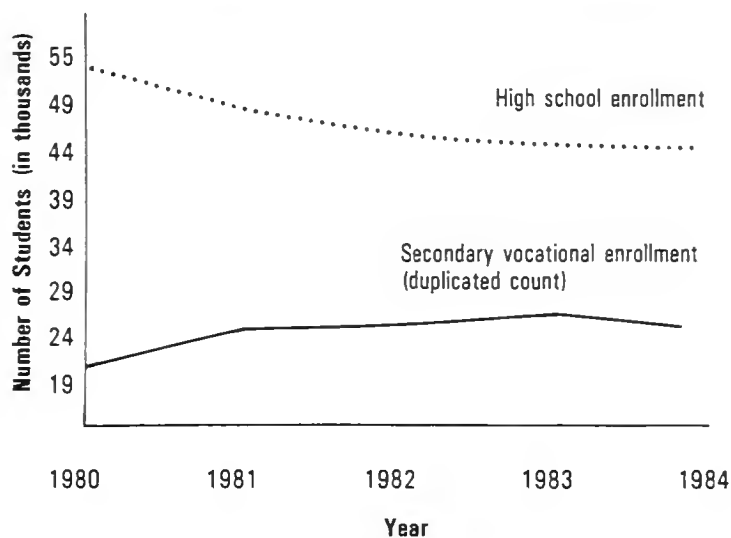
Under the federal Bilingual Education Act, instructional services were provided to approximately 2,000 Montana students whose dominant language is not English. Twelve bilingual programs served students in eight language groups in schools on five Indian reservations and in the Missoula community. Language groups

HIGH SCHOOL GRADE AVERAGES OF STUDENTS
TAKING ACT
Montana/U.S. 1983-84

	Montana	U.S.
English	3.00	2.98
Math	2.76	2.74
Social Studies	3.01	3.08
Natural Science	2.92	2.92
Composite	2.92	2.92

SOURCE: ACT; OPI

COMPARISON OF HIGH SCHOOL ENROLLMENT
WITH SECONDARY VOCATIONAL EDUCATION ENROLLMENT
1980-84



SOURCE: OPI

included Crow, Northern Cheyenne, Cree, Assiniboine, Gros Ventre, Blackfeet, Salish Kootenai and Hmong.

Bilingual education training programs were conducted at Blackfeet Community College in Browning, Eastern Montana College in Billings and Montana State University in Bozeman.

EDUCATION OF THE HANDICAPPED

Special programs ensure handicapped Montana students the opportunity for a free and appropriate education.

In school year 1983-84, 15,132 handicapped students were served at an average cost of \$1,764 per student. Budget requests were approved for 398 school districts in the amount of \$26,197,622, plus

**EDUCATIONALLY DISADVANTAGED STUDENTS
ECIA Chapter 1 Participants
1983-84**

By type

Public	11,338
Nonpublic	426

TOTAL 11,764†

By subject area

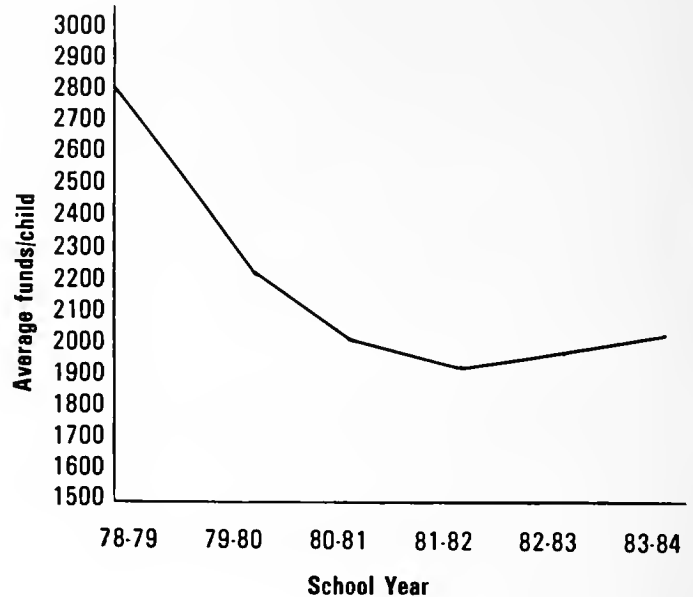
Reading	8,547
Math	4,866
Language Arts	2,136
Support Services*	693
Other	98

†Does not include approximately 100 local neglected or delinquent.

*For example: counseling, social work.

SOURCE: OPI

**AVERAGE FUNDS† AVAILABLE PER HANDICAPPED STUDENT
1978-1984**



†Includes state and federal funds.

SOURCE: OPI

\$500,000 in contingency funds. Twenty-three special education cooperative budgets were also approved. The state monitored programs in 72 local education agencies (LEAs) and three state-operated programs.

In addition, federal funds were available to schools serving handicapped students, including 219 EHA-B (Education of the Handicapped, Part B) grants in the amount of \$2.8 million and 37 Preschool Incentive Grants totalling \$143,800.

The number of handicapped students and the budget required to serve them increased in the past decade, largely because student identification processes became more sophisticated, and a greater number of trained staff was available. The number of students served by handicapped education programs continues to grow, although at a much slower rate.

MONTANA SCHOOL FOR THE DEAF AND BLIND

The Montana School for the Deaf and Blind in Great Falls, under the governance of the Board of Public Education, provides educational services for students with visual and/or auditory handicaps. In 1983-84, 352 students (79 residents, 57 day students, 216 outreach and itinerant students) were served. Faculty members (45 FTEs) provided a full range of educational programs for deaf, blind and multi-handicapped students.

GIFTED AND TALENTED EDUCATION

School districts continued to develop and offer programs for identified gifted and talented students whose

abilities and performance require educational programs beyond those normally offered in public schools. Areas of exceptional endeavors include intellectual ability, special academic aptitude, creative thinking, leadership and ability in the visual and performing arts.

In 1983-84, 61 identifiable gifted and talented programs operated in Montana school districts. This total includes programs being developed and those actually in operation.

For the past three years, the state has funded competitive grants to local school districts for the development of gifted and talented education programs. Grants in the amount of \$97,283 were awarded to 37 school districts in 1983-84.

**STATE FUNDED PROGRAMS FOR GIFTED
AND TALENTED STUDENTS**

	1981-82	1982-83	1983-84
Total number of districts receiving grants	8	39	37
Amounts	\$32,892	\$144,544	\$97,283

SOURCE: OPI

Chapter II

SCHOOL PERSONNEL

II. SCHOOL PERSONNEL

In 1983-84, over 11,000 people were directly involved in the education of young Montanans—as teachers, administrators, specialists, aides and support staff. They offered students the full spectrum of education services, from basic instruction to special assistance, library services and the daily operation of the state's 779 public schools.

Classroom teachers constituted the largest proportion of all certified Montana school personnel (84.6 percent).

Because Montana schools tend to have small enrollments, teachers often have multiple assignments in administrative duties or instructional areas. An elementary classroom teacher, for example, may also perform administrative duties as a school's supervising teacher.

Teacher education programs in various Montana colleges and universities must be approved by the state. The current approval status of Montana teacher education programs is included in this chapter.

MONTANA EDUCATION PERSONNEL By Gender, Ethnicity, Level, Assignment 1983-84

	FTE				GENDER/ETHNICITY (%) *						
	Elem	HS	Total	Count †	M	F	AI	A	B	H	W
TEACHERS	6,419	3,060	9,479	14,204	46.6	53.4	1.2	0.1	0.1	0.2	98.4
SPECIALISTS											
Guidance	132	170	302								
Library	204	119	323								
Other	179	59	238								
	TOTAL		863	1,062	37.0	63.0	1.7	0.4	0	0.3	97.6
ADMINISTRATOR											
Supt.	77	65	142								
Asst. Supt.	5	6	11								
Admin. Asst.	13	23	36								
Principal	285	126	411								
Asst. Principal	18	40	58								
Supervising Teacher	27	1	28								
Other	100	75	175								
	TOTAL		861	1,063	78.4	21.6	2.2	0.2	0	0.4	97.3
GRAND TOTAL			11,203	16,329	48.1	51.9	1.3	0.1	0.1	0.2	98.3

*Totals may not be 100% due to rounding.

M=male, F=female, AI=American Indian, A=Asian, B=black, H=Hispanic, W=white.

†Individuals in multiple assignments generate duplicated counts. "Count" therefore will be higher than "total."

SOURCE: OPI

MONTANA EDUCATORS

A profile of the Montana educator emerges from data based on the 1983-84 school year (figures are for full-time staff):

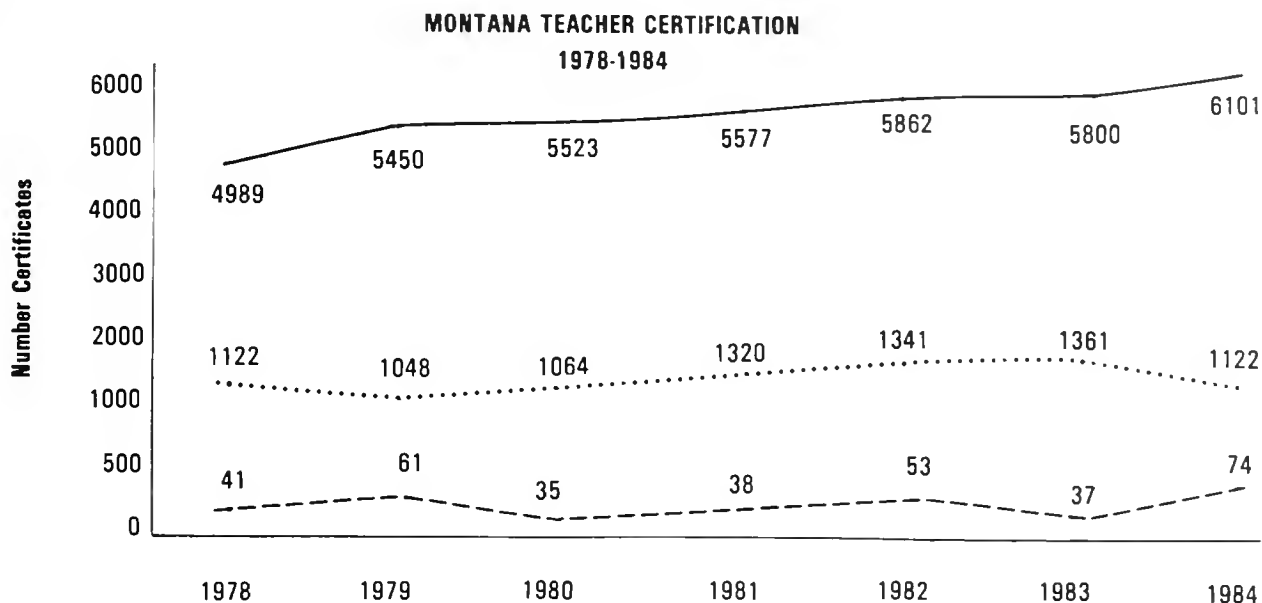
- Montana school districts employed 11,203 certified personnel (unduplicated count).
- Most classroom teachers (53.4 percent) were women; for the nation as a whole, 68.3 percent of all classroom teachers were women. Men occupied 78.4 percent of all administrative positions.
- Most elementary school teachers were women (72.5 percent), while there were more male (65.5 percent) than female secondary school teachers.
- 97.3 percent of Montana's educators (teachers and administrators) were white; 1.3 percent were American Indian, with blacks, Asians and Hispanics comprising the remaining proportion.
- On the average, a Montana teacher had 8 years of experience.
- 72.9 percent of Montana's educators have a BA degree, while 27.1 percent have a master's or higher degree.
- The average salary of a Montana public school teacher was \$20,690, the 26th highest in the U.S. The U.S. average was \$22,029. A teacher's salary increased since the previous year, both for Montana (\$19,702 in 1982-83) and in the U.S. (\$20,725 in 1982-83).
- In 1983, the student/teacher ratio in Montana schools was 15.65 students per teacher. (Students counted are those in average daily membership, or the number of students belonging to a class or school.) The comparable national figure was 18.07 students per teacher. Other sparsely populated states such as Wyoming, Alaska, North Dakota and South Dakota are also well below the national average.

MONTANA EDUCATORS: YEARS EXPERIENCE BY DEGREE LEVEL All Full-Time Staff 1983-84

Years Experience†	Number of Professional Staff			
	BA	MA	PhD	Total
1-5	3,628	682	20	4,330
6-10	1,898	622	6	2,526
11-15	1,221	712	3	1,936
16-20	643	459	1	1,103
21-25	249	244	1	494
26-30	87	98	0	185
More than 30	31	22	0	53
TOTAL	7,757 (73.0%)	2,839 (26.7%)	31 (0.3%)	10,627
Average	7 yrs	11 yrs.	5 yrs.	8 yrs.
Average Salary	\$19,557	127,441	\$35,293	\$21,709

†Years experience are counted in current school district.

SOURCE: OPI



— Certificates issued (first-time and renewals)

.... Out-of-state certificate requests

-- Certificates denied

SOURCE: OPI

TEACHER CERTIFICATION

Montana law requires that educators in the public school system be properly certified. Certification policies are set by the Board of Public Education, and the Office of Public Instruction issues certificates.

Montana issued 6,101 teacher certificates (first-time and renewals) in 1983-84. Approximately 18.4 percent of them were issued to applicants from out of state.

Interstate certification agreements were in operation between Montana and Utah, Idaho and South Dakota under the Interstate Certification Compact.

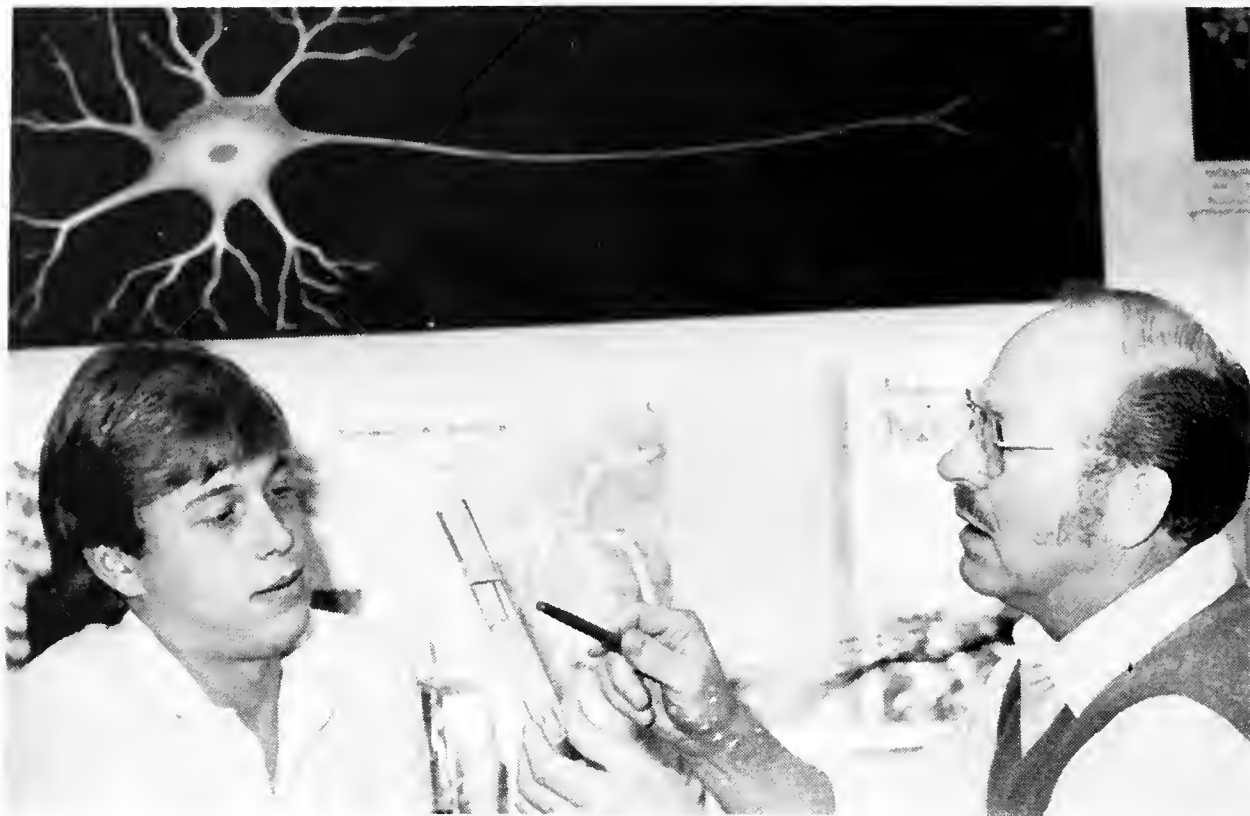
TEACHER EDUCATION

Eight Montana colleges and universities provide teacher preparation. In five of them, teacher education programs have been reviewed and approved as meeting state standards, and programs at three institutions are currently under review. Teacher education program evaluations are based on a five-year cycle of on-site reviews performed by review teams and approved by the Board of Public Education.

STATUS OF TEACHER EDUCATION PROGRAM REVIEW AS OF JUNE 1984

Carroll College	20 programs approved
Montana State University	36 programs approved
University of Montana	38 programs approved
Western Montana College	23 programs approved
Eastern Montana College	34 programs approved
Northern Montana College	Visitation November 1984
College of Great Falls	Visit scheduled March 1985
Rocky Mountain College	Visit scheduled April 1985

SOURCE: OPI



MONTANA TEACHER OF THE YEAR

Donald Neu (above right, with student Brad Lyford) of Flathead High School was Montana's Teacher of the Year 1984. Neu has taught science at the Kalispell school for 22 of his 25 teaching years. "A positive attitude will infer on students a feeling of equality to which they will immediately respond," says Neu about his teaching philosophy. "It wipes away discipline problems and lets the teacher teach."

Chapter III

Montana Schools

III. MONTANA SCHOOLS

Montana's earliest schools were in the mining camps of the 1860s and missionary schools on Indian reservations. The state legislature provided for free public schools in 1893 and for county high schools in 1897.

Today, Montana's public elementary and secondary schools are an integral part of every community, whether there are several schools in various neighborhoods of a larger town or just one school serving a broad rural area whose student population is small and widespread. A school's primary function is to provide equal educational opportunity of the best quality possible to all youngsters within its jurisdiction. In that sense, it is the focus of significant community involvement and activity.

In 1983-84 Montana's 779 schools operated at least 180 days as set by statute. They were located in 552 school districts.

The state operates several other types of schools, including five postsecondary vocational-technical centers governed by the Office of Public Instruction.

ELEMENTARY AND SECONDARY SCHOOLS

In response to trends in the state's school-age population, most of Montana's 779 schools operating in

NUMBER OF MONTANA SCHOOLS BY LEVEL

	1981-82	1982-83	1983-84
Elementary	591	595	592
Junior High	23	18	18
High School	168	169	169
TOTAL	782	782	779

SOURCE: OPI

1983-84 were elementary schools serving the proportionately larger K-6 enrollment; 592 schools served elementary only; 18 were junior high schools (7-9), and 169 were high schools. The number of schools decreased by 3 schools (all elementary) since the previous year, due to one rural school closure and the integration of middle school classes into other schools.

While schools ranged in enrollment from fewer than 50 students to more than 1,000 students, nearly half

SCHOOLS AND STUDENT ENROLLMENT BY GRADE SPAN 1983-84

	K	1	2	3	4	5	6	7	8	9	10	11	12	# Schools	Enrollment
K-3	_____													12	2,919
K-4	_____	_____												15	3,716
K-5	_____	_____	_____											18	5,627
K-6	_____	_____	_____	_____										109	31,490
1-6	_____	_____	_____	_____	_____									28	5,329
K-8	_____	_____	_____	_____	_____	_____								206	23,184
1-8	_____	_____	_____	_____	_____	_____	_____							97	4,421
						6-8	_____							15	4,141
							7-8	_____						30	6,708
								7-9	_____					16*	10,906
									9-12	_____				159	29,916
										10-12	_____			10	11,473
											Other combinations			64	13,816
TOTAL														779	153,646

* Two of the 18 accredited junior highs are included in grade 7-8 and "other."

SOURCE: OPI

MONTANA SCHOOL DISTRICTS

	1981-82	1982-83	1983-84
Elementary	394	391	389
High School	162	163	163
TOTAL	556	554	552

SOURCE: OPI

(44.6 percent) had less than 100 students. In contrast, only 10.5 percent of the schools in the U.S. fall within that size (see page 6). Schools in Yellowstone County had the highest enrollment (21,372). Petroleum County had the smallest enrollment (116).

Most Montana schools (206) were K-8. The largest number of students were in Montana schools serving grades K-6.

ORGANIZATION

Montana's public schools are organized in school districts, with the entire state divided into elementary and high school districts. Each district has an elected board of trustees. The affairs of Montana schools are administered by 142 district superintendents. Forty-three counties have elected county superintendents, and 13 counties have combined the county superintendent duties with another office.

In 1983-84 Montana schools had 411 principals and 28 supervising teachers. The latter are in charge of rural schools with few teachers and no principal. For more about school administration, see Chapters II and V.

EDUCATION PROGRAM

The state requires that schools operate at least 180 days each school year. Most schools are in regular session between late August and mid-June.

Schools must meet certain standards to be accredited by the Board of Public Education and thereby be eligible for funds under the state's foundation program. However, while schools must meet the state standards, they can set higher standards within the school district. Thus, curriculum content and program/operation standards may vary from district to district.

Accreditation standards require that the elementary instructional program in Montana schools include at least the following: language arts (including reading, literature, writing, speaking, listening, spelling, penmanship and English), arithmetic, science, social sciences, fine arts, physical education, safety and health education.

A secondary school curriculum must include at least 16 units of course work, including but not limited to

language arts (4), social sciences (2), mathematics (2), science (2), health and physical education (1), fine arts (1), practical arts (2) and two electives.

ACCREDITATION

Public schools must be accredited each year by the Board of Public Education in order to receive state foundation aid. Accreditation standards, recommended by the State Superintendent of Public Instruction and adopted by the board, are set forth in *Montana School Accreditation: Standards and Procedures Manual* published each year by the Office of Public Instruction. An on-site evaluation is made at each school at least once every five years and more frequently when problem areas have been found.

In 1983-84, 794 public and private schools were accredited. Most (748) were given full accreditation, while 46 were accredited with advice or probation status.

ACCREDITED MONTANA PUBLIC & PRIVATE SCHOOLS 1980 to 1984

Accreditation Status	1980-81	1981-82	1982-83	1983-84
Regular accreditation	718	755	770	748
Accredited with advice	61	16	22	39
Accredited on probation	4	11	5	7
Nonaccredited	0	0	0	0
TOTAL	783	782	797	794

SOURCE: OPI

PRIVATE SCHOOLS

The number of reported private schools operating in Montana in 1983-84 was 133, two more than the previous year; twelve were secondary, and 121 were elementary. The state accredited 17 private schools, which applied for accreditation in 1983-84.

According to the National Education Association, Montana's private school enrollment in 1980 represented 4.7 percent of the state's total enrollment, while the U.S. proportion was 10.8 percent. (More recent figures are not available.)

OTHER SCHOOLS

The state operates five postsecondary vocational-technical centers at Billings, Butte, Great Falls, Missoula and Helena. The centers are administered by the Office of Public Instruction and local school districts.

The Board of Regents governs and controls the University of Montana, Montana State University, Western Montana College, Eastern Montana College, Montana College of Mineral Science and Technology and Northern Montana College and supervises and coordinates programs at Flathead Community College, Miles Community College and Dawson Community College. Programs at Blackfeet, Dull Knife, Little Big Horn, Fort Peck and Salish Kootenai community colleges are administered by tribal councils. Rocky Mountain College, Carroll College and the College of Great Falls are private colleges.

The State Board of Institutions operates five schools: Pine Hills (Miles City), Eastmont Human Services Center (Glendive), Boulder River School and Hospital (Boulder), Mountain View (Helena) and State Prison (Deer Lodge).

PRIVATE SCHOOLS IN MONTANA Number of Schools Reported 1981-84

	1981-82	1982-83	1983-84
Elementary	119	118	121
Secondary	12	12	12
TOTAL	131	130	133

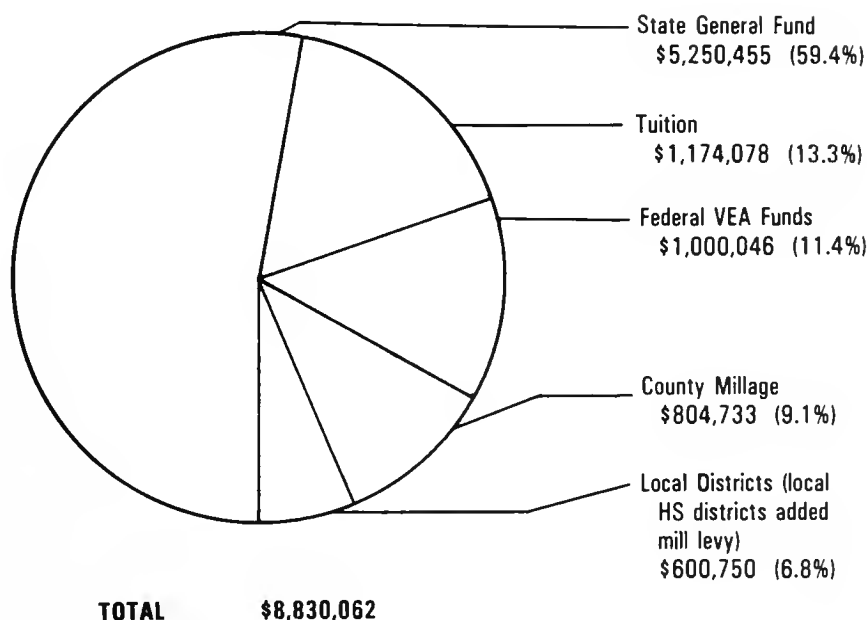
SOURCE: OPI

POSTSECONDARY VO-TECH CENTERS

Montana's five postsecondary vocational-technical centers are administered by the Office of Public Instruction and local school districts. Centers at Billings, Butte, Great Falls, Missoula and Helena had a total enrollment of 2,546 students (FTEs) in 1983-84. Enrollment gains since the previous year occurred at Helena and Missoula vo-tech centers; enrollment at the Great Falls and Billings centers dropped; and enrollment at Butte Vo-Tech remained the same.

A broad range of programs were available at all five vo-tech centers, including agriculture, business and office, health services, trade/industrial, technical, marketing and distribution, vocational home economics and other programs.

POSTSECONDARY VO-TECH CENTERS Budget Revenue Sources 1983-84



SOURCE: OPI

The vo-tech centers are funded by tuition and local, state, federal and other sources. A large proportion (59.4 percent) of the centers' \$8.8 million in revenues for 1983-84 came from the state's general fund.

As more and more jobs require a vocational or technical education, programs at Montana's postsecondary vo-tech centers have become increasingly important. For specific information about vocational education, see the current state plan and accountability reports published annually by OPI.

**POSTSECONDARY VO-TECH CENTER ENROLLMENTS†
1982-1984**

Center	1982-83	1983-84
Billings	505	485
Butte	342	342
Great Falls	471	449
Helena	656	663
Missoula	560	607
TOTAL	2,534	2,546

†Total school year FTEs.

SOURCE: OPI

Chapter IV

FINANCING EDUCATION

IV. FINANCING EDUCATION

The first major attempt to equalize state aid to schools dates back to 1949, when the Legislature enacted the state foundation program for schools. Prior to that time, schools were financed primarily through local district taxes. When first established, the foundation program provided equalization for students on a statewide basis and equalization for taxpayers on a countywide basis. However, in 1973 the "county equalization" taxes were made uniform statewide; now the fiscal burden of funding the foundation program is apportioned equally among all taxpayers statewide. The foundation program takes into account the number of students and the level of each district. It also provides for special education and several other program variables.

The permissive amount is determined for each district as one-fourth of the foundation program. Both the foundation program amount and the permissive amount are determined by law based on measures of student needs such as school size and level of programs offered. From the student's point of view, they increase equalization by encouraging uniform educational opportunity—at least to the extent that educational opportunity is related to funding.

While the foundation program is the minimum amount that a school district may budget, the permissive amount provides an additional range that may be budgeted above the foundation program at the discretion of the board of trustees. The two amounts together are the

**Sources of Revenue
For School District General Fund Budget Support
(Not drawn to scale)**

TOTAL GENERAL FUND BUDGET	DISTRICT	District Voted Levy
MAXIMUM GENERAL FUND BUDGET WITHOUT A VOTE	STATE	State Permissive Share
	DISTRICT	District Permissive Share 6 mills max. (elementary) 4 mills max. (high school)
	STATE	25% Income tax 25% Corporate tax 5% Coal tax Interest & income U.S. oil and gas Coal trust interest County surplus Legislative appropriation
	COUNTY	Mandatory county levy 28 mills (elementary) 17 mills (high school) Federal forest funds Taylor Grazing Wildlife refuge Court fines (Surplus deposited in state equalization aid account)
FOUNDATION PROGRAM		

SOURCE: OPI

"maximum general fund budget without a vote." Most districts set budgets that exceed this limit by holding special levy elections to obtain approval of the voters; the increase is called the "voted amount."

School districts and the state have joint responsibility for funding the permissive amount as follows: The district obligation is limited to the amount of money raised by a property tax of 6 mills† on an elementary district or 4 mills on a high school district. When such levies provide less than the total revenue needed for the permissive area of the budget, the state finances the remaining amount. Thus, there is an upper limit on the tax rate. All taxpayers in districts with low or moderate property wealth pay the maximum tax rate; taxpayers in wealthy districts have lower taxes. This funding mechanism for the permissive amount provides equalization for taxpayers.

TRENDS

General trends in education financing are as follows:

- Montana budgeted \$410,818,276 for public elementary and secondary education in school year 1983-84 from the general fund of the school districts. The greatest proportion of these funds came from local property taxes (district voted levy, the district's share of the permissive levy and the county's share of the foundation program).

continued on page 34.....

†Property taxes are stated in terms of mills. A tax of one mill means \$1.00 tax on each \$1,000 of property value.

EDUCATION FINANCING—LOCAL & STATE SOURCES 1983-84

Voted Levy		\$122,924,673
Permissive Levy		
State share	39,806,787	
District share	17,720,344	
Total†		\$57,527,135

STATE FOUNDATION PROGRAM

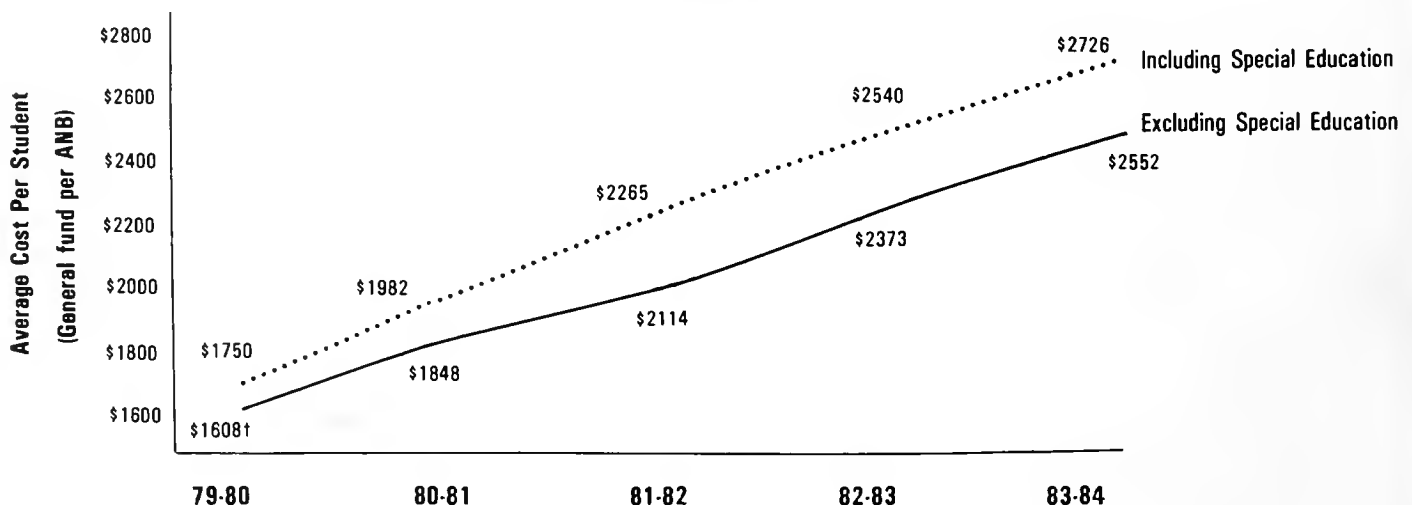
State	\$141,813,405	
County	88,448,692	
Local	104,311	
Total†		\$230,366,468

TOTAL **\$410,818,276**

†Totals do not agree due to rounding.

SOURCE: OPI

AVERAGE COST PER STUDENT With and Without Special Education 1979-1984



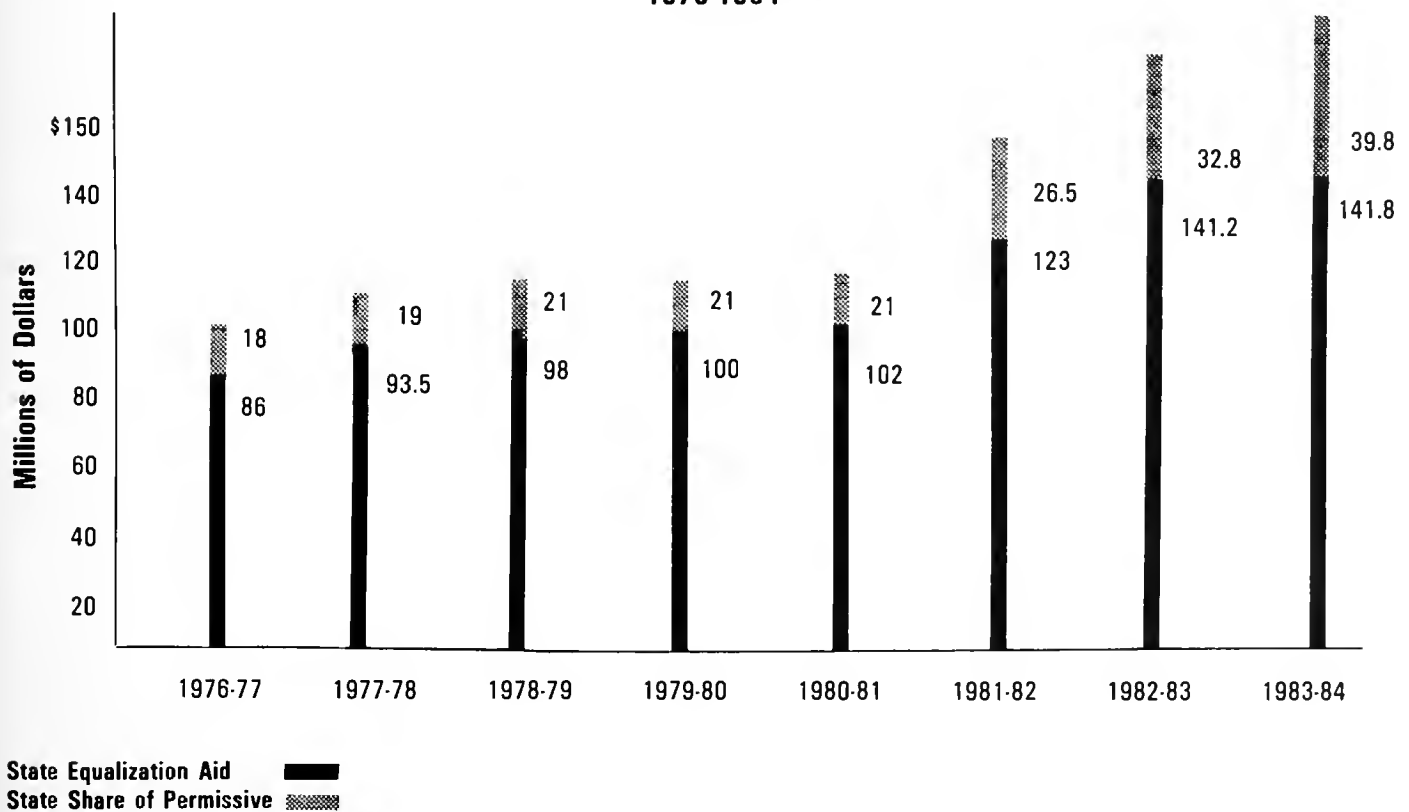
SOURCE: OPI

FOUNDATION PROGRAM CHANGES: 1980 Through 1985

ACTUAL ENTITLEMENTS (Millions of Dollars)					LEGISLATION NOTES	
Fiscal Year	Total	Special Education	Net (w/o Special Ed)	Change from Previous Year		
				Amount	Percent	
1980	165.673	19.851	145.822	6.662	4.8	Schedules increased 8%. Special education funding was changed to exclude retirement and Social Security costs.
1981	172.295	16.914	155.381	9.559	6.6	Schedules increased 10%. Special education funding was changed to exclude administrative and indirect cost items.
1982	197.301	18.596	178.705	23.324	15.0	Schedules increased 18%.
1983	223.261	20.276	202.985	24.280	13.6	Schedules increased 15%.
1984	230.359	20.957	209.402	6.424	3.2	Schedules increased 4 %.
1985	238.587	21.796	216.791	7.389	3.5	Schedules increased 3%.

SOURCE: OPI

**State Aid by Year
(in millions of dollars)
1976-1984**



SOURCE: OPI

permissive levy and the county's share of the foundation program).

- The cost of educating a Montana student, based on the general fund amount per average number belonging (AN8), has increased by 54.8 percent since 1980. In 1979-80, that cost was \$1,760; in 1983-84, it was \$2,726. If the costs of special education are excluded, that growth rate was 58.7 percent.
- Since 1976-77, the state foundation program (state equalization aid plus state share of permissive) has increased from \$104 million to \$181.6 million.

OTHER SERVICES

SPECIAL EDUCATION

See Chapter 1.

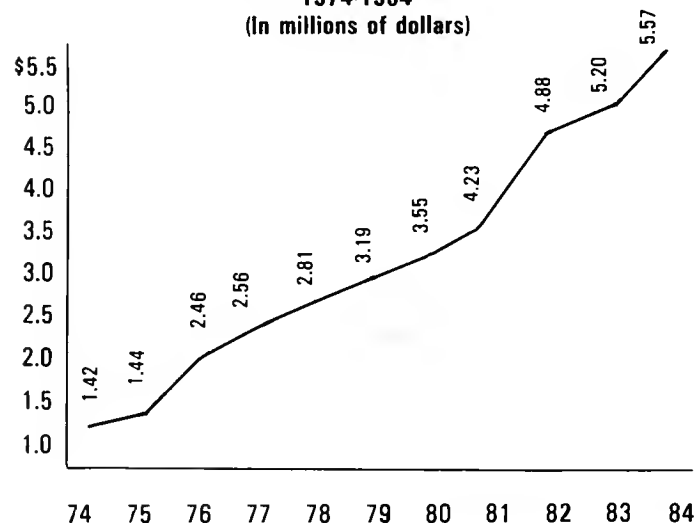
PUPIL TRANSPORTATION

Forty-one percent of the state's student population was transported to and from school daily by school bus in 1983-84. Montana school buses traveled 94,496 miles each day, carried 63,108 children and were driven by 2,563 drivers. Drivers and buses are certified.

More than half (687) of all operating school buses were owned by school districts. The remainder (602) were contract owned. Since the previous year, the total number of operating school buses has increased from 1,285 to 1,320.

State assistance for pupil transportation has risen steadily since 1972. Approximately \$5.571 million was paid to local districts for student transportation in 1983-84 at an average cost to the state of about \$377 per rider/per year. Local districts spent approximately \$25 million on transportation.

**STATE PAYMENTS FOR TRANSPORTATION
1974-1984**
(In millions of dollars)



SOURCE: OPI

SCHOOL FOOD PROGRAMS

The state assists local school districts with various school food service programs that focus on training school food service personnel, implementing federally-funded programs and developing and implementing nutrition education.

In 1983-84, a total of \$10,608,947 in federal and state funds, in the form of cash or food, was distributed to eligible local participants. Participation included the service of 77,067 daily lunches in 633 schools as part of the National School Lunch Program.

Through the Cooperative Food Purchase Program, the Office of Public Instruction acts as a broker to assist school districts in food purchasing. In September 1983, 141 schools participated in the voluntary program, ordering 40,742 food units at a total value of \$495,133.

MONTANA COOPERATIVE FOOD PURCHASE PROGRAM

	1982†	1983†	1984†
# Schools	104	129	141
# Units	20,910	22,866	40,742
Total Value	\$308,785	\$408,922	\$495,133

†Calculated in September of school year.

SOURCE: OPI

MONTANA SCHOOLS PARTICIPATING IN NATIONAL SCHOOL LUNCH PROGRAM 1981-1984

	#Schools	# Daily Lunches
1981-82	674	76,208
1982-83	630	76,148
1983-84	633	77,067

SOURCE: OPI

Chapter V

STATE ADMINISTRATION

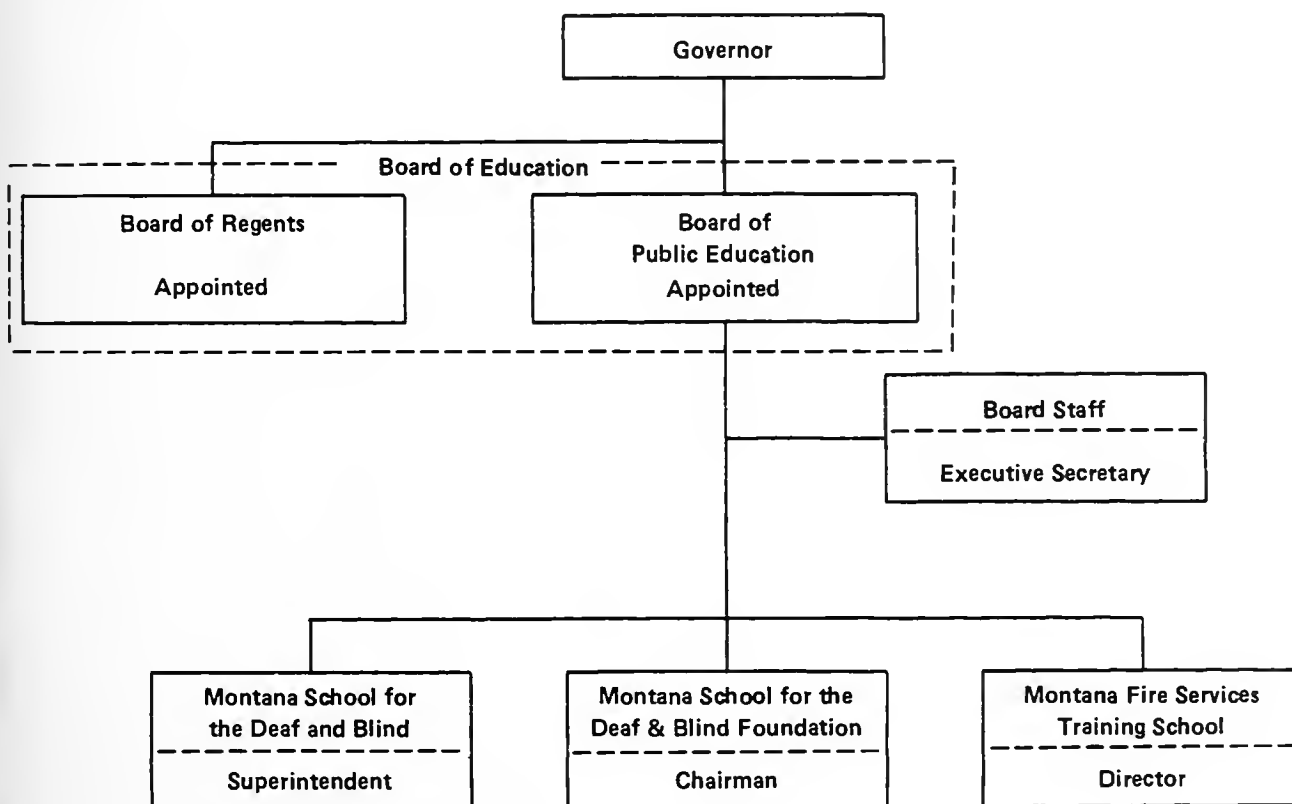
V. STATE ADMINISTRATION

BOARD OF PUBLIC EDUCATION

The Board of Public Education is a lay board consisting of seven voting members, each serving a term of seven years. Members are appointed by the Governor, confirmed by the Senate and represent geographical distribution, both political parties, a cross section of professions, men and women, with a commitment to education. In addition to the seven voting members, the Governor, the Superintendent of Public Instruction and the Commissioner of Higher Education serve as ex officio, nonvoting members. A student representative, selected annually by the Montana Association of Student Councils, also sits as a nonvoting member. The Board employs an Executive Secretary, who serves as liaison between the Board and the Superintendent of Public Instruction.

The Board of Public Education—together with the Board of Regents, which is responsible for the University System—acts as the State Board of Education to coordinate and evaluate the state's education system.

As designated by the 1972 Montana Constitution, the Board is charged with "the general supervision over the public school system." The Board's standards are the basis for eligibility for state funds. It accredits schools, sets policy for certifying teachers, sets the standards for school buses and drivers and performs other duties set by statute. These include hearing cases regarding denial, suspension and revocation of teacher certificates and the review of teacher education programs leading to interstate certification reciprocity. The Board also serves as the governing board of the Montana School for the Deaf and Blind and the Montana Fire Services Training School.



STATE BOARD OF EDUCATION 1983-84

Governor Ted Schwinden, President
Superintendent of Public Instruction Ed Argenbright, Secretary
Commissioner of Higher Education Irving Dayton, Ex Officio

Board of Public Education

James Graham, Ismay
Ted Hazelbaker, Dillon
Sarah Listerud, Wolf Point
Harriett Meloy, Helena
Arthur "Rocky" Schauer, Libby
Bill Thomas, Great Falls
Tom Thompson, Heart Butte
Vince Micone III, Butte (nonvoting student member)

Board of Regents

Burt Hurwitz, White Sulphur Springs
Darla Keck, Havre
Dennis Lind, Missoula
Beatrice McCarthy, Anaconda
Jeff Morrison, Helena
Mary Pace, Bozeman
Elsie Redlin, Lambert

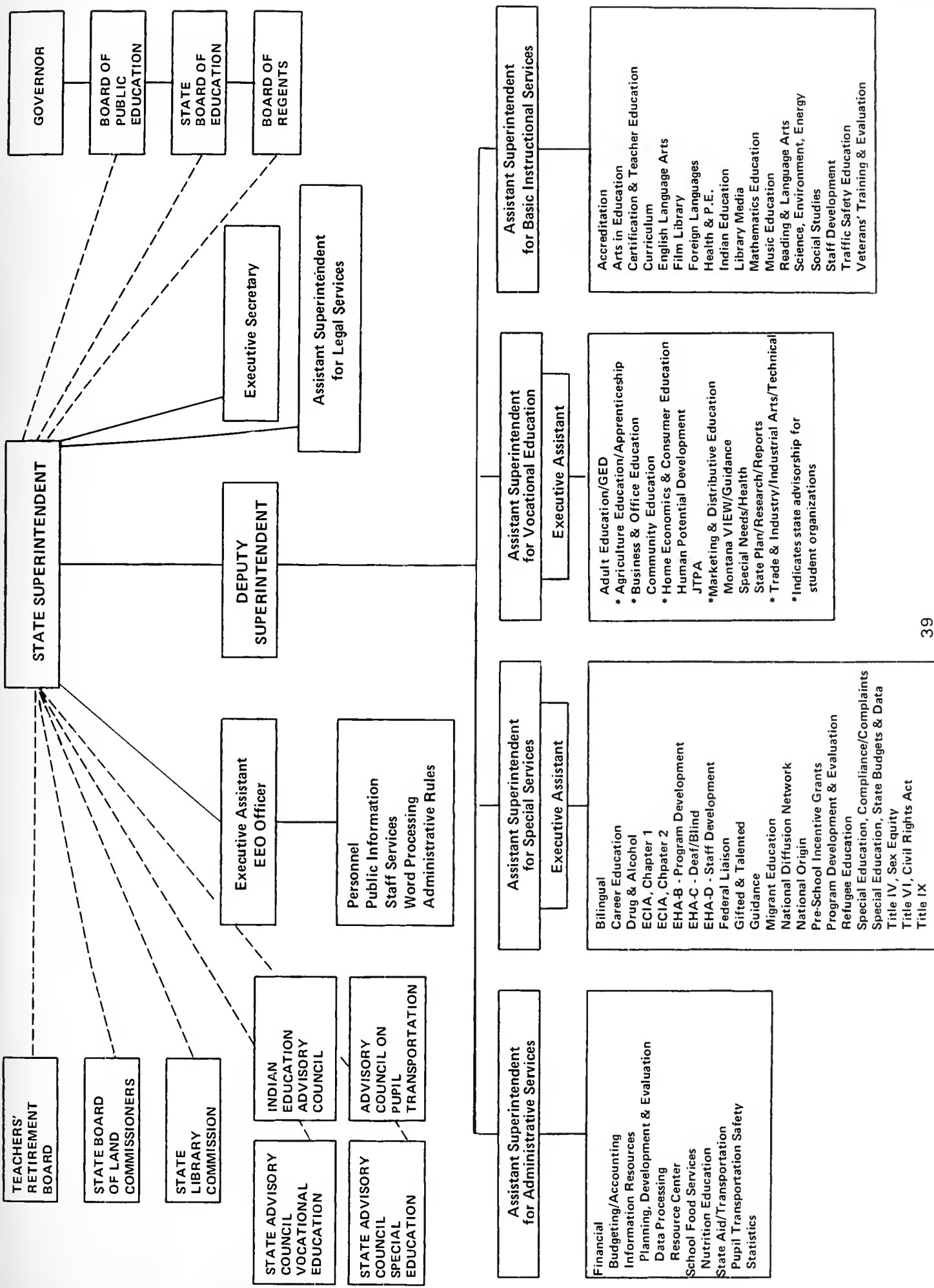
OFFICE OF PUBLIC INSTRUCTION

The Office of Public Instruction (OPI) is the state education agency for Montana and one of the few state agencies with an elected official at its head—the State Superintendent of Public Instruction.

The Superintendent of Public Instruction is responsible for the general supervision of the state's public schools and districts and is the governing agent and executive officer of vocational education for the state of Montana.

The Superintendent's office provides consulting and technical assistance in educational planning and evaluation; administers vocational education K-12 and in Montana's five postsecondary vocational-technical centers; disburses state and federal funds; recommends accreditation for Montana's public schools; certifies teachers in accordance with Board of Public Education rules; provides for pupil transportation to and from school; supervises state hot lunch programs; administers the state's special education program; administers a wide range of federal programs for education; and hears appeals from school boards and county superintendents. The Office of Public Instruction employs subject area specialists who give technical assistance to schools and teachers in curriculum, budgets, school law, school lunch, Indian education, transportation, federal programs and other areas.

The Superintendent serves as an ex officio member of the Board of Regents and the Board of Public Education and is a member of the State Board of Land Commissioners, the State Library Commission and the Teacher's Retirement Board.



STATE BOARD OF PUBLIC EDUCATION



Dr. Irving Dayton
Commissioner of Higher Education
Ex officio



Ed Argenbright
State Superintendent of
Public Instruction
Ex officio



Ted Hazelbaker, Chairman
Dillon



James Graham
Ismay



Sarah Listerud
Wolf Point



Harriett Meloy
Helena



Arthur "Rocky" Schauer
Libby



Tom Thompson
Heart Butte



Vincent Micone III
Student Representative
Butte



Bill Thomas
Great Falls

Area	Board of Public Education	Superintendent of Public Instruction	Summary of Program
<u>CERTIFICATION</u> 1	Prescribes policies for issuance of teacher or specialist certificates, on the recommendation of the State Superintendent. The Board hears cases of suspension and revocation. MCA, 20-2-121(1-2), 20-4-201; ARM Title 10, Ch. 57	Issues, renews and denies teacher certificates and emergency authorization of employment. MCA, 20-3-106(2), 20-4-103	All professional educators must be properly certified. The Board sets policies, and the State Superintendent issues all certificates.
<u>ACCREDITATION</u> 2	Adopts accreditation standards, accredits all public schools, and may accredit non-public high schools, all on the recommendation of the State Superintendent. MCA, 20-2-121(7), 20-7-102; ARM, Title 10, Ch. 55	Administers accreditation program; recommends to the Board the status of each school for annual accreditation standards. MCA, 20-3-106(23), 20-7-102	In order to be eligible for state foundation aid, public schools are accredited according to specific standards every year, with an on-site visit every fifth year.
<u>FOUNDATION PROGRAM</u> 3	Adopts policies for regulating distribution and orders distribution by State Superintendent. MCA, 20-2-121(3), 20-9-344; ARM, Title 10, Ch. 67	Estimates and distributes state equalization aid in support of foundation program. MCA, 20-3-106(14-15)	The formula is used by the State of Montana to provide funding for a public school system for Montana's school-age children.
<u>TRANSPORTATION</u> 4	Adopts and enforces, on recommendation of Montana Division of Motor Vehicles and State Superintendent, standards and regulations for school buses and additional requirements for drivers beyond state law. MCA, 20-2-121(4), 20-10-111; ARM, Title 10, Ch. 64	Administers transportation program rules and disburses transportation funding; also provides transportation safety program. MCA, 20-3-106(17), 20-10-112; ARM, Title 10, Ch. 7	Over one third of the state's student population is transported to and from school every day by school bus. Both drivers and buses must be certified.
<u>TEACHER EDUCATION</u> 5	Adopts state teacher education program standards; approves higher education programs for public school teachers. MCA, 20-4-122; ARM, Title 10, Ch. 55	Enters into reciprocal contracts with other states after approval of specific text by Board; administers teacher education program review at colleges and universities. MCA, 20-4-122	Ensures reasonable training and experience requirements for public school teachers; leads to reciprocity with selected, contracted states.
<u>JOINT BOARD</u> 6	Serves with the Board of Regents as the Joint State Board of Education. MCA, 20-2-101(1)	Serves as the secretary to the Joint Board of Education. MCA, 20-2-101(2)	The Joint Board of Education is responsible for long-range planning and for coordinating and evaluating policies and programs for the state's educational systems.
<u>GED/ABE/EDP</u> 7	Adopts rules for administration of GED program; sets policies for External Diploma Program and grants this diploma. Legislation proposed. ARM, Title 10, Ch. 66	Administers GED, ABE, and EDP programs; directs distribution of ABE funds. MCA, 20-3-106(35), 20-7-712(2); ARM, Title 10, Ch. 12	To meet the needs of Montanans who have less than a high school education, these programs provide an opportunity to improve basic academic skills and to receive a high school credential.
<u>SCHOOL FOODS</u> 8	Receives annual report from State Superintendent on financial, administrative and operational phases of school food services. MCA, 20-10-201	Accepts and directs disbursement of funds; provides technical assistance and cooperative purchasing programs. MCA, 20-3-106(32), 20-10-201	Local school districts are offered a variety of school food programs to meet this need of their students.
<u>SPECIAL EDUCATION</u> 9	Adopts policies on recommendation of State Superintendent. MCA, 20-2-121(9), 20-7-402; ARM, Title 10, Ch. 60	Supervises, administers and coordinates the conduct of special education. MCA, 20-3-106(30), 20-7-403; ARM, Title 10, Ch. 16	This program exists to ensure that thousands of handicapped Montana students have the opportunity of a free and appropriate education.

Responsibilities of the Board of Public Education and Superintendent of Public Instruction

Chapter VI

THE YEAR IN REVIEW AND PRIORITIES FOR THE FUTURE

CENSUS AND ECONOMIC
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VI. 1983-84 IN REVIEW AND PRIORITIES FOR THE FUTURE

BOARD OF PUBLIC EDUCATION

During 1983-84 the Board of Public Education expanded the effort begun previously with the State Superintendent's Task Force on Excellence in Montana Schools, now enhanced by the report of the National Commission on Excellence in Education, *A Nation at Risk, the Imperative for Educational Reform*, published in April 1983.

In the fall of 1983, the Board of Public Education, together with the Board of Regents, asked all local school districts to hold public discussions in order to identify local issues of concern. In January 1984, Governor Schwinden spearheaded the request with a letter to all districts encouraging them to organize "School Night for Excellence" discussions on February 14. The Montana Jaycees agreed to provide assistance in every community with a local chapter.

Over half of Montana's school districts held discussions, with approximately 10,700 people completing a questionnaire which the Board had included in the discussion. As part of a follow-up, it commissioned the Bureau of Business and Economic Research to make such issues part of the Montana Poll to be conducted in May. The issues were: improving teaching quality, the use of school time, achievement testing for promotion purposes, the desirability of differentiated high school diplomas, resident admissions requirements for the state University System and public willingness to fund education improvements.

School Night for Excellence was a success as it provided the Board with public comment on issues it was considering, and it fostered involvement at the community level. Many districts recommended that the effort should be repeated.

In the course of the year, the Board took several steps towards formulating new or revised policies. At the recommendation of the State Superintendent, it increased the graduation standards to a minimum of 18 units for the graduating class of 1988 and 20 units for the graduating class of 1989 and following years. As part of the school accreditation standards, it adopted a gifted and talented education policy which calls on every school district to establish a plan that reflects local needs. Allowing a phase-in period for needs assessment, program formulation and pilot implementation, the Board established that the rule not take effect until July of 1990.

In an effort to reduce the practice of replacing fully qualified teachers with less qualified teachers through the use of the Class V teaching certificate, the Board revised the requirements by reducing the term from five to three years; by restricting the issuance for conversion if the applicant is already employed in a district; and by placing the responsibility for ensuring the reduction of the applicants' deficiencies on the employing school district.

In addition, the Board reviewed the certification requirements for administrators in Montana and considered requiring an M.A. in school administration for elementary or secondary principals and an M.A. plus 20 graduate credits in school administration for superintendents. As part of the administrators program, the Board approved an experimental internship for twelve administrators.

The Board adopted a position statement on academic freedom to be included as a recommendation in the school accreditation standards. In an effort to address the needs of American Indian students, the Board adopted a policy for Elementary and Secondary American Indian Education, a position statement which, among other items, calls for the establishment of a statewide Indian Education Advisory Council.

In accordance with the stipulations of the Interstate Agreement on Qualification of Education Personnel, the Board appointed certification review teams which performed on-site reviews of the teacher education programs at Eastern Montana College, Western Montana College and Northern Montana College. The Board approved the programs at Eastern Montana College and Western Montana College and will decide on Northern Montana College in the coming year.

The 1983-84 school year marked a milestone in the history of the Montana School for the Deaf and Blind. Capital improvements of \$5.7 million were completed on campus with the addition of two 40-bed cottages, a food service building and a physical recreation center. In addition, the "old dorm" was demolished, and a park-like area is in its place.

The school served 352 students, in over 200 school districts. Of this total, 126 children were served at the school, with 79 in residence; 107 deaf children were in academic programs at the campus and 29 blind children were served academically. Fourteen seniors were graduated. Four are in attendance at Gallaudet College, one at National Technical Institute for the Deaf, four at Seattle Community College, and four are employed in various areas in Montana.

Educationally, the school provided a viable alternative for hearing and visually impaired children in Montana.

In order to manage the donations and bequests left to the School for the Deaf and Blind for the benefit of its students, the Board created a foundation with which it contracts for the management of such funds. The foundation grants scholarships and fosters the development of educational programs at the school. The Board signed the contract with the foundation in October 1983, and since that time the foundation has granted four \$1,000 scholarships, six travel grants for students to observe Congress, funds for the purchase of a computerized Braille system and other items.

Planning for the future, the Board passed a resolution to establish an agenda for review of school quality in addition to its regular agenda of ongoing business and statutory responsibilities. It also resolved to appoint for the purpose of reviewing potential policy changes five seven-member councils, consecutively made up of teachers, administrators, local board members, parents, heads of teacher education programs and students. Topics for the 1984-85 school year include counselors; precertification testing; use of school time; certificate suspension, revocation and denial; libraries; curriculum; and evaluation procedures.

OFFICE OF PUBLIC INSTRUCTION

The Office of Public Instruction (OPI) maintained a positive approach during this year of national reports on the status of education by continuing to provide expertise in curricular areas; by accrediting, monitoring and evaluating school programs; and by continuing to seek appropriate levels of funding for Montana education.

OPI's Basic Skills Department made on-site accreditation visits to 192 schools. Staff reviewed accreditation status for each of the state's public elementary and secondary schools and those private schools seeking accreditation; participated in the School Night for Excellence in February; and sponsored the Montana Educational Challenge Project to enhance communication between public schools and institutions of higher education.

The Special Services Department monitored approximately 250 school districts involved with federal and state categorical programs and conducted inservice training, which was attended by 16,363 administrators and teachers (duplicated count). Statewide workshops and guidelines on drug and alcohol abuse for communities were launched to help schools address this growing problem.

The Vocational Education Department evaluated all five vocational-technical centers and 31 secondary schools. The Carl D. Perkins Vocational Education Act of 1984 was enacted at the federal level and replaced the 1976 amendments to the 1963 Vocational Education Act. The new act is prescriptive in nature and identifies new populations to be served by vocational education. The department also redefined administrative rules governing programs at the five postsecondary centers. The centers' dependence on local district support increased, resulting in increases to mill levies exceeding 100 percent from the 1982-83 school year. The centers are evolving into viable institutions and, once again, interest was raised in state/district governance of the system.

OPI implemented a new computerized system to assist local districts in accounting for education dollars. The Administrative Services Department conducted inservice sessions to help school district clerks and business managers use the new accounting system. Department offices in the Capitol building were moved to new quarters, formerly the offices of the Public Service Commission.

The Legal Services Department provided 21 seminars for educators and local board trustees; issued approximately 45 advisory opinions and 20 decisions and

orders of the State Superintendent; responded to over 1,200 telephone requests for assistance from county superintendents, county attorneys, district superintendents, teachers, attorneys, parents and citizens; assisted in settling a Title IX civil rights case; participated in a case before the U.S. Supreme Court and in a case which allowed the release of \$1.2 million of Chapter 1 funds; and succeeded in reducing a U.S. Department of Education claim in an audit exception matter dating back to 1977 from \$1.2 million to \$10,000. The department conducted the Second Annual Law-Related Education Program, which brought together 50 secondary school teachers in a week-long, college credit course on teaching law-related education to high school students.

Two national meetings were held in Montana in June. The National Association of State Agencies for Food Distribution met in Helena, and the Third Annual Conference on Educational Equity and Excellence was held in Kalispell.

As in the past several years, educational funding again proved to be a time-consuming and thought-provoking issue. Federal funding remained about the same as in the recent past. Faced with a lower percent of state support for the foundation program, school districts were forced to raise local contribution to the point where 33 percent of the state's school budgets were submitted to local taxpayers as mill levies. Equitable funding of education will continue to be the Superintendent's main priority through the next year.

The Superintendent of Public Instruction made several recommendations to the Board of Public Education: to raise graduation requirements from 16 to 18 units by 1988 and to 20 in 1989; to require teachers to take a precertification basic skills test; and to require districts to give achievement tests to 3rd, 6th, 8th and 10th graders with results reported to local patrons.

Montana educators were pleased that education gained the limelight during the year. The Superintendent of Public Instruction viewed the attention as a means to make positive changes in an already excellent school system and to highlight the fine schools Montanans already enjoy.

APPENDICES

APPENDIX A

PUBLIC SCHOOL ENROLLMENT BY COUNTY 1983-84

County	Elementary	Secondary	Total
Beaverhead	1167	439	1606
Big Horn	1695	686	2381
Blaine	1119	431	1550
Broadwater	420	200	620
Carbon	1190	482	1672
Carter	182	93	275
Cascade	9764	4344	14,108
Chouteau	784	378	1162
Custer	1536	581	2117
Daniels	389	167	556
Dawson	1674	689	2363
Deer Lodge	1404	718	2122
Fallon	550	248	798
Fergus	1493	652	2145
Flathead	7615	3511	11,126
Gallatin	4861	2074	6935
Garfield	229	95	324
Glacier	2196	744	2940
Golden Valley	138	57	195
Granite	350	189	539
Hill	2452	919	3371
Jefferson	1155	466	1621
Judith Basin	308	162	470
Lake	2930	1213	4143
Lewis & Clark	6158	2715	8873
Liberty	286	135	421
Lincoln	2865	1222	4087
Madison	717	302	1019
McCone	379	168	547
Meagher	282	106	388
Mineral	595	272	867
Missoula	8831	3884	12,715
Musselshell	647	274	921
Park	1708	744	2452
Petroleum	76	40	116
Phillips	761	341	1102
Pondera	1010	403	1413
Powder River	355	169	524
Powell	854	337	1191
Prairie	254	104	358
Ravalli	3235	1645	4880
Richland	2099	771	2870
Roosevelt	2035	641	2676
Rosebud	2475	707	3182
Sanders	1387	543	1930
Sheridan	745	320	1065

County	Elementary	Secondary	Total
Silver Bow	4521	1928	6449
Stillwater	865	388	1253
Sweet Grass	437	186	623
Teton	846	382	1228
Toole	727	291	1018
Treasure	152	55	207
Valley	1418	592	2010
Wheatland	316	117	433
Wibaux	221	96	317
Yellowstone	15,410	5,962	21,372
STATE TOTAL	45,378	108,268	153,646

APPENDIX B

PUBLIC SCHOOL ENROLLMENT BY GRADE AND GENDER STATE TOTALS 1983-84

	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12
Male	65	6134	6767	6086	5928	5732	5649	5930	6461	6174	6034	5657	5600	5652
Female	43	5753	6098	5786	5514	5305	5434	5543	6135	6011	5888	5451	5387	5237
Total	108	11,887	12,865	11,872	11,442	11,037	11,083	11,493	12,596	12,185	11,922	11,108	10,987	10,889
% Female	39.8	48.4	47.4	48.7	48.2	48.1	49.0	48.3	48.7	49.3	49.4	49.1	49.0	48.1

	Ungraded	Total	Grad
Male	1400	79,269	5576
Female	792	74,377	5113
Total	2192	153,646	10,698

% Female 36.1 48.4 47.8

SE = special education

UG = ungraded

SOURCE: OPI

APPENDIX C

PUBLIC SCHOOL ENROLLMENT BY SCHOOL SIZE AND GRADE LEVEL

1983-84

School size (#students)	Elementary		Junior High†		High School	
	Schools	Enrollment	Schools	Enrollment	Schools	Enrollment
1-49	189	3,086	0	—	43	1,496
50-99	77	5,607	0	—	38	2,840
100-249	147	25,396	1	193	47	7,680
250-499	161	55,816	4	1,570	21	7,766
500-749	18	10,308	5	3,295	7	4,325
750-999	0	—	8	6,986	1	750
1000-1999	0	—	0	—	11	14,501
2000 or more	0	—	0	—	1	2,031
TOTAL	592	100,213	18	12,044	169	41,389

† Accredited junior high schools, grades 7-9.

SOURCE: OPI

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